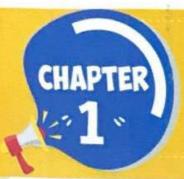


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"Making a Stronger Me"





Discover

 Students explore the concept of life skills. Through active learning experiences, students discover critical thinking strategies they already use.



_earn:

- Students use a scientific investigation to practice life skills as they collect and analyze data.
- Students learn to respond to conflict with empathy and analyze commercials to practice critical thinking skills.



Share:

- Students create a resource for using life skills throughout the year and set personal goals for the theme.
- Students work to informally assess their life skills as a class and collaborate to create a class pledge focusing on life skills.

Lesson

Pacing Guide

Instructional Focus

Key vocabulary

-	
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-	
-0	2

Students wills

- Analyze text to determine the meaning of the term "life skills."
- Identify specific skills according to prior knowledge.
- Self-assess early understanding of life skills.
- Share strategies used for critical thinking.
- Solve riddles and explain strategies used to solve them.

- Collaboration

- Communication - Self-management
- Life skills
- Critical thinking

- Problem solving

- Decision making

- Strategy

- Data



- Work cooperatively with a group to design a simple investigation.
- Collect data that answer a question.
- Measure lengths using centimeters.
- Work cooperatively with a group of students.
- Communicate information with others in oral and written forms.
- Represent and interpret data.
- Draw a conclusion using data and explain the evidence used.
- Identify and connect to the characters in a new story.
- Develop strategies for dealing with hurtful behavior.
- Analyze strategies in commercials used to sell a product.
- Determine the effectiveness of a commercial.
- Work collaboratively to brainstorm ideas for a radio commercial.

- Empathy

- Graph

- Advertisement
- Bandwagon
- Commercial
- Use life skills strategies to create and present a commercial.
- Actively listen to others as they present.
- Assess others' performance with honesty and empathy.

- Peer Assessment

- Requirements



Students will

- Review strategies used in life skills.
- Set personal goals.
- Collaborate to create a class pledge.
- Follow an agreed upon process.
- Collaborate to complete a class pledge.
- Use creativity to show progress as a "stronger me."
- Self-assess understanding of life skills.

- Compliment

- Pledge

- Self-assessment



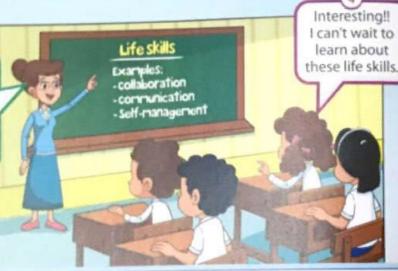
Life Skills

Activity 1 Read, then answer:

That's a good question.
"Life Skills" are the positive behaviors that ease the challenges of everyday life.



We are going to study life skills and how to apply them in our daily lives.



Tick (√):

★ Life skills are the behaviors that ease the challenges of our life.

negative



O Parents' tips: Activity (1): Assist your child to read the story, then answer the given question to understand the meaning of "life skills".

O Aim: Analyze the text to determine the meaning of the term "Life skills".

O Subject integration:

- English: • Identify the meaning of unknown words.

O Life skills: Communication - Reading.



Collaboration

Activity 2 Look, then choose which group will be able to design a sign to welcome others to their classroom:



Tick (√):

- * Which team collaborated to design the welcome sign?
 - Team (A)
- Team (B)
- O No one
- O Parents' tips: Activity (2): Help your child understand the pictures and choose which team collaborated well to design their welcome sign, then answer the given question to understand the meaning of collaboration.
- O Aim: Identify specific skills according to prior knowledge.
- O Subject integration:
 - English: Answer questions.
 - · Identify the meaning of unknown words.
 - Vocational fields: Work cooperatively with a group of students to accomplish a task.
- O Life skills: Collaboration Critical thinking Empathy Reading Non-verbal communication.



Communication



Sally! Do you know that, to "collaborate" in a team we need to communicate with each other? Yes, and we can communicate in many ways such as: reading, talking, writing, listening, body language and facial expressions.





Complete using the given words to describe the expressions in each picture:

scared - confused - interested in a conversation - have a new idea - excited









We can communicate through "facial expressions".





O Parents' tips: Activity(3): Help your child understand that to collaborate with a group he/she needs to communicate, then let him/her try to describe the expression in each picture using the given words.

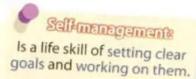
OAim: Identify specific skills.

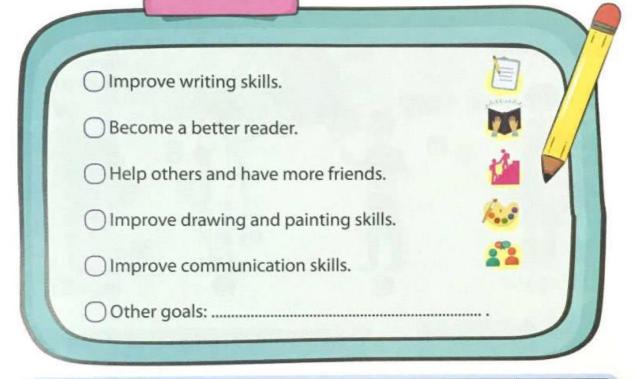
- O Subject integration:
 - English: Identify ways of communication.
 - Applied sciences: Identify others' expression of feelings.
- O Life skills: Communication- Non verbal communication.



Self-management

Activity 4 Tick (/) the goals you need to work on this year:





Tick (√):		
1 Self-management	is a	
writing tool	○ life skill	game
Self-management	includes	
setting goals	working on goals	drawing
	2+24+4+4+4+4+4+4+4+4+4+4+4+4+4+4+4+4+4+	*****

O Parents' tips: Activity (4): Help your child understand the meaning of self-management, then discuss with him/her how he/she can set his/her goals for this year, and let him/her answer the given questions.

Hint: Encourage your child to set a plan to achieve his/her goals.

O Aim: Set clear goals.

ugh

O Subject integration:

- English: Identify the meaning of unknown words.
- Vocational fields: Set and work on personal goals.
- O Life skills: Self-management Reading Writing.





Using Critical Thinking Skills



विविक्रिकितिविद्धाः is a life skill which means to think reasonably in different situations to get an answer.

(Activity 1) Use critical thinking, read, then answer:











- · Hany is tall.
- He has brown hair.
- · He is fat.

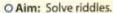
- 1. Hany is character number
- 2. He works as a/an





- · Kareem is tall.
- . He is thin.
- He has black hair.
- 1. Kareem is character number
- 2. He works as a/an

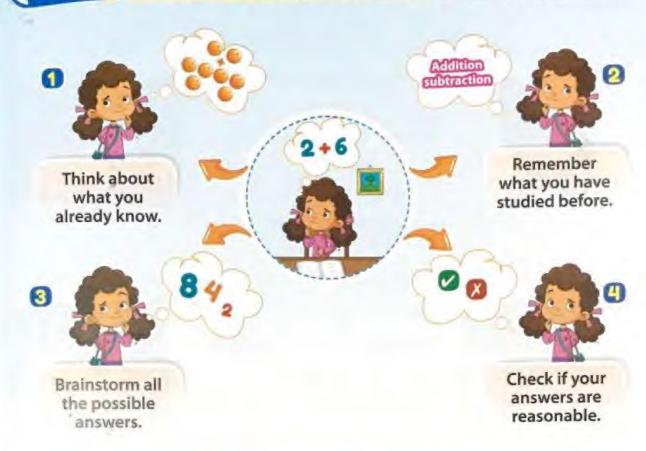
O Parents' tips: Activity (1): Help your child understand the meaning of "Critical thinking", then let him/her read the given text and try to match between each description and the shown images, then answer the questions.



- Subject integration: English: Identify the meaning of unknown words.
 - Science: Make an inference using evidence in the text.
- O Life skills: Critical thinking.



(Activity 2) Read the "Strategies of Critical Thinking", then answer:



Complete using the given words:

Thinking about what you know - brainstorming possible answers Critical thinking

- 1is a life skill which means to think reasonably.
- Thinking about what you know and are from the strategies of critical thinking.

O Parents' tips: Activity (2) Help your child read and understand the strategies of critical thinking that he/ she must follow to help him/her think in a proper way, then let him/her complete using the given words.

- O Aim: Share strategies used for critical thinking.
- O Subject integration:
 - English: Ask and answer questions about key details in the text.
 - Science: Explain the strategies of thinking.
- O Life skills: Critical thinking Reading.





Communication



Sally! Do you know that, to "collaborate" in a team we need to communicate with each other? Yes, and we can communicate in many ways such as: reading, talking, writing, listening, body language and facial expressions.



(Activity 3

Complete using the given words to describe the expressions in each picture:

scared - confused - interested in a conversation - have a new idea - excited







We can communicate through "facial expressions".





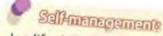
O Parents' tips: Activity(3): Help your child understand that to collaborate with a group he/she needs to communicate, then let him/her try to describe the expression in each picture using the given words.

- OAim: Identify specific skills.
- O Subject integration:
 - English: Identify ways of communication.
 - Applied sciences: Identify others' expression of feelings.
- O Life skills: Communication- Non verbal communication.

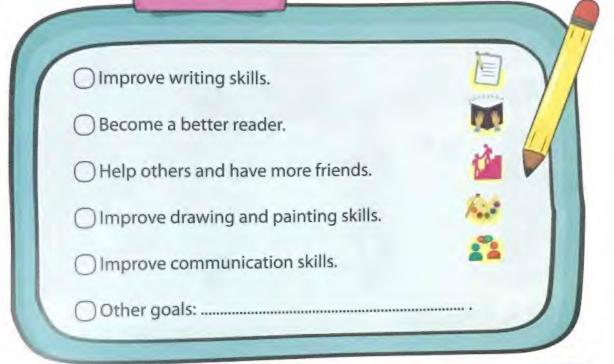


Self-management

(Activity 4) Tick (/) the goals you need to work on this year:



Is a life skill of setting clear goals and working on them.



Tick (✓):		
1 Self-management	is a	
writing tool	Olife skill	game
2 Self-management	includes	
setting goals	working on goals	drawing

O Parents' tips: Activity (4): Help your child understand the meaning of self-management, then discuss with him/her how he/she can set his/her goals for this year, and let him/her answer the given questions.

Hint: Encourage your child to set a plan to achieve his/her goals.

O Aim: Set clear goals.

igh

- O Subject integration:
 - English: Identify the meaning of unknown words.
 - Vocational fields: Set and work on personal goals.
- O Life skills: Self-management Reading Writing.





Using Critical Thinking Skills



Critical Chinishes is a life skill which means to think reasonably in different situations to get an answer.

(Activity 1) Use critical thinking, read, then answer:









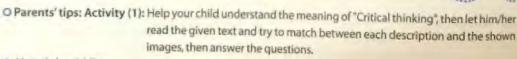


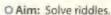
- Hany is tall.
- . He has brown hair.
- · He Is lat.



- Kareem is tall.
- . He is thin.
- He has black hair.

- 1. Hany is character number
- 2. He works as a/an
- 3. You think that this is Hany's job because he is wearing
- Kareem is character number
- 2. He works as a/an
- 3. You think that this is Kareem's job because he is wearing





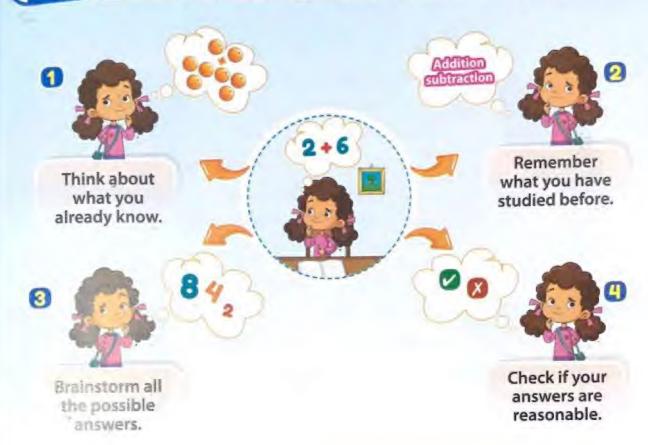
O Subject integration: - English: Identify the meaning of unknown words.

- Science: Make an inference using evidence in the text.

O Life skills: Critical thinking.



Read the "Strategies of Critical Thinking", then answer:



Complete using the given words:

Thinking about what you know - brainstorming possible answers Critical thinking

- 1 is a life skill which means to think reasonably.
- 2 Thinking about what you know and are from the strategies of critical thinking.

O Parents' tips: Activity (2) Help your child read and understand the strategies of critical thinking that he/ she must follow to help him/her think in a proper way, then let him/her complete using the given words.

Aim: Share strategies used for critical thinking.

- O Subject integration:
 - English: Ask and answer questions about key details in the text.
 - Science: Explain the strategies of thinking.
- O Life skills: Critical thinking Reading.





Activity 3 Look at the pictures, then tick (/):



- 1 This is a picture of a/an
- - Dice cream ant butterfly wing
- Because it is beautiful and

 - □ colorful □ colorless
 - has black color only
- 2 This is a picture of a/an
 - □ camel
- □ zebra
- Dbird
- Because its body has stripes.
 - Colorful
- □ black and white
- □ no





- This is of a cup of

 - □ tea □ orange juice
- □ soda
- Because it seems to be hot as we can see

 - □ ice □ water vapor
- water

O Parents' tips: Activity (3): Help your child look at the pictures, and use his/her critical thinking skill to be able to answer the questions giving reasons for each choice.

O Aim: Solve riddles.



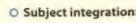


- The girl is carrying abag. □ light heavy medium
- Because she looks
 - active □ happy □ tired
- - giraffe dog □ camel
- Because it has aneck.
 - long □ short □ no





- This is a picture of a/an
 - □ forest □ house
- □ street
- Because it is dark and has trees.
 - short
- □ tall
- no



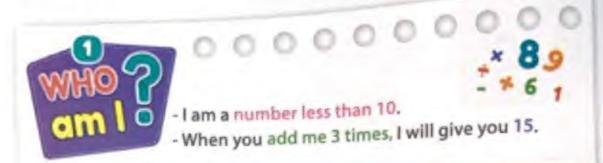
- English: Answer questions about details in a picture.
- Science: Make an inference using evidence in the text.
- O Life skills: Critical thinking Reading Non-verbal communication.





questions that we use critical thinking to solve them.

(Activity 4) Answer the following riddles:



Tick (✓):		Critical thinking
1 This number might l	be found between	SERONEYAS ESERVESTY I
O1 to 9	10 to 15	15 to 20
2 If you add it 3 times,	it will make the numb	er 15. So, it may be
- 1113-3	D43494	O5+5+5
3 So, the number is		
O1		05
The strategy of criti	cal thinking you used	to solve this riddle is
read and write		
Olook for all the	possible answers	× 3 /
talk and listen		- * 7 5
- Marian Commission of the Com	and the state of t	•

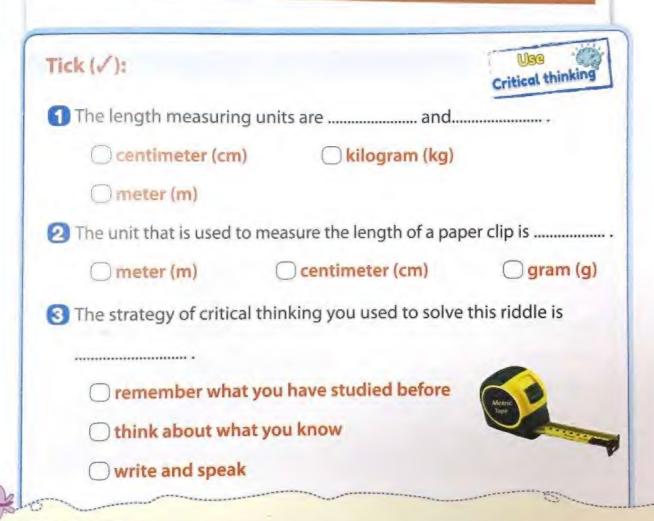
O Parents' tips: Activity (4): Help your child read the given riddles, then answer the given questions to solve the riddles.

Hint: Help your child understand the meaning of the word "riddles".

O Aim: Solve riddles and explain strategies used to solve them.



- I am a measuring unit.
- I can measure the length of an object.
- I am used to measure the length of a paper clip.



O Subject integration:

- English: Answer questions to make an inference.
- Science: Make an inference using evidence in the text.
 - · Explain the strategies of thinking.
- Math: Estimate and measure lengths using millimeters, centimeters, and meters.
- O Life skills: Critical thinking Reading Non-verbal communication.





Run and Jump



The key to problem solving is to collect data and organize them.



Read, then answer:

A teacher asked her 20 students about their favorite sports. She found that 6 students like football, 4 students like swimming, 4 students like volleyball, 3 students like basketball, 2 students like tennis, and one student likes rowing.

Tick (V):

Favorite sport	Nu	Number of students		
Football		⊘ ##1		
Swimming	1111	0111		
Volleyball	_ HH /	144		
Basketball	011			
Tennis		DILL		
Rowing		111		

O Parents' tips: Activity: Help your child understand that collecting data helps us in solving problems then let him/her read the word problem, collect the data given and tick his/her answers in the table.

Hint: This sign(/) means 1, and this (//) means 2, etc,...... this sign is called "tally mark" and we will for counting.

O Aim: Collect data to answer questions.





10 athletes were running in a race for 600 meters. Athlete number (5) finished the race in 2 minutes. Athletes number (1), (7) and (8) finished the race after 3 minutes. Number (2), (3), (6), (9) and (10) finished the race after 4 minutes and finally athlete number (4) reached the finish line after 5 minutes.

Tick (√):

Time taken	Nun	Number of athletes		
0 - 2 minutes		Ø 1		
3 minutes			01	
4 minutes				
5 minutes				

Answer:

- 1 Who is the fastest athlete? Why?
- Who is the slowest athlete? Why?
- 3 When did most of the athletes finish the race?

O Subject integration: - English: Read the text.

- Science: Communicate information with others in written forms.

- Math: Represent data in tables.

O Life skills: Problem solving - Critical thinking - Non-verbal communication.



blems, his/her

we use



Presenting Data

There are 4 ways to communicate data



Read and learn how we can communicate collected data:



We can quickly communicate data using "graphs" to notice the similarities and differences between groups.

O TEXTS

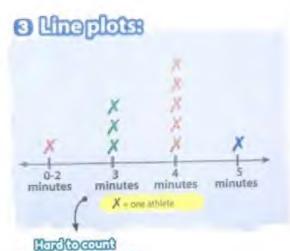
- 1 athlete finished the race after 2 minutes.
- 3 athletes finished after 3 minutes.
- 5 athletes finished after 4 minutes.
- 1 athlete finished after 5 minutes.

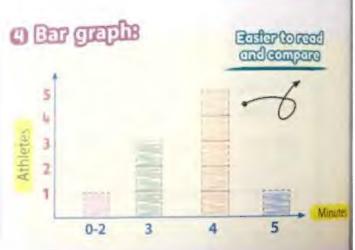
छ क्रिक्टिन्स् विकास



Hard to count

Hard Coccurpano





OParents' tips: Activity (1): Help your child understand that we can communicate the collected data to make them visual using 4 different methods "Text", "Grouped dots" and "Graph", and let him/her know that the "Graph" is the easiest and the best way to communicate data, then answer the questions.

Theme One 226

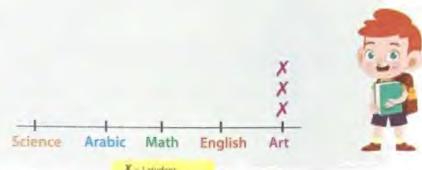
O Aim: - Communicate information with others in written forms.

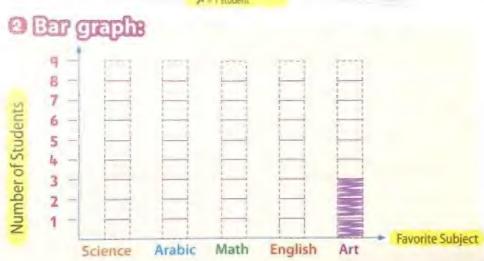
- Represent and interpret data.

Represent the data in the table using "Line plots" and "Bar graph", then answer the question:

Favorite subject	Science	Arabic	Math	English	Art
Number of students	9	8	5	3	3

क्ष्मित्राधिक विश्वासी



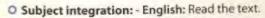


★In your opinion which way is the easier in communicating data?

Text

Line plots

Bar graph



- Math: Represent data in tables.

O Life skills: Problem solving - Critical thinking - Non-verbal communication.



How Far Can We Jump?

(Activity 2) Read, then tick ():

There are 15 students in Sally and Ramy's class. They were competing "Who will jump the longest distance?" and the results were as follows:



- 1 student jumped a distance of 40 cm.
- +3 students jumped a distance of 70 cm.
- 6 students jumped a distance of 90 cm.
- 3 students jumped a distance of 130 cm.
- 2 students jumped a distance of 165 cm.

Distance jumped	Number of s	tudents
0 - 40	01 011	
41 - 80		
81 - 120		
121 - 160		//
>160	Day Day	

O Parents' tips: Activity(2): Help your child read the given data about a competition made by the students to know "How far can each student jump?", then let him/her tick the answers in the table.

- O Aim: •Measure lengths using centimeters. Collect data.
- O Subject integration:
 - Math: Estimate and measure lengths using centimeters.
 - Science: Design simple investigations to produce data that answer a question.
- Life Skills: Problem solving Collaboration Decision making.



Graphing "How Far Can We Jump?"

(Activity 3

) cm.

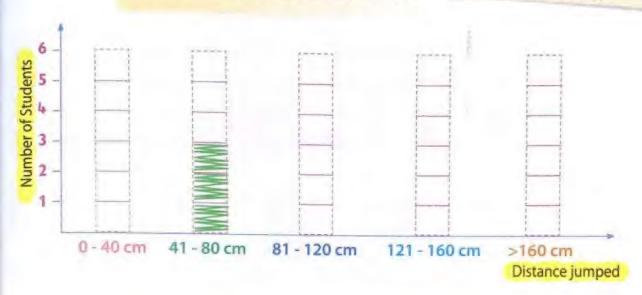
o cm.

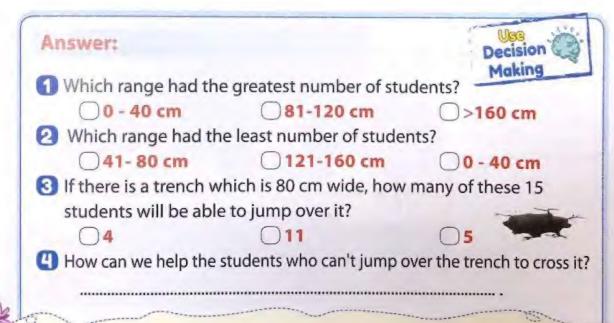
ents to

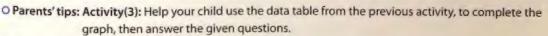
e table.

Using the data table from the previous activity, complete the following graph, then answer:

The key for decision making is to identify the results.







O Aim: - Work cooperatively with a group of students.

- Represent and interpret data.

O Subject integration: - Math: Represent data using graph.

- Science: - Communicate information with others in written forms.

Make a decision based on results.

O Life Skills: Decision-making - Critical thinking - Non-verbal communication.





Asking for Help

Activity 1 Read, then answer:

Good morning. Today I will assign you a project to work on as a group "write and perform a play about being healthy".



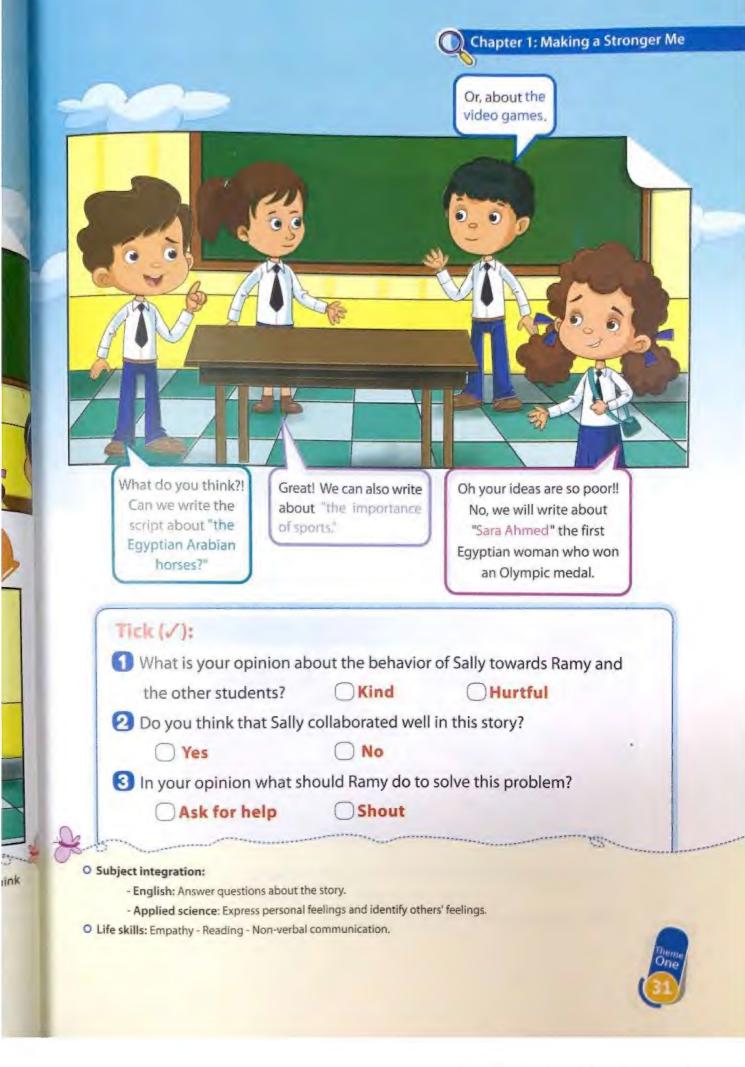
Nada! You will make the costumes. Karim! You will write the script for the play. And, Ramy! You will make the props.

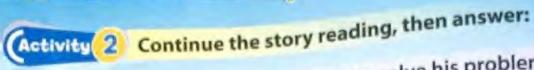


O Parents' tips: Activity (1): Help your child read the story, then answer the given questions and think whether Sally is collaborative with her friends or not.

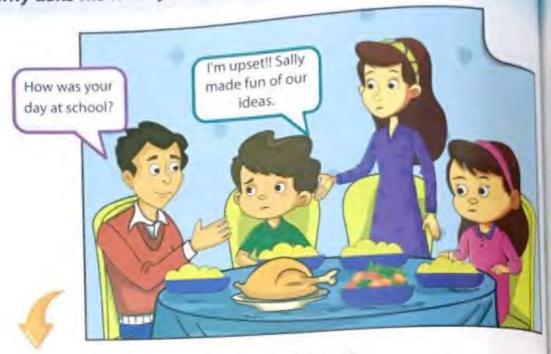
O Aim: Identify and connect to the characters in a new story.







Ramy asks his family for help to solve his problem.



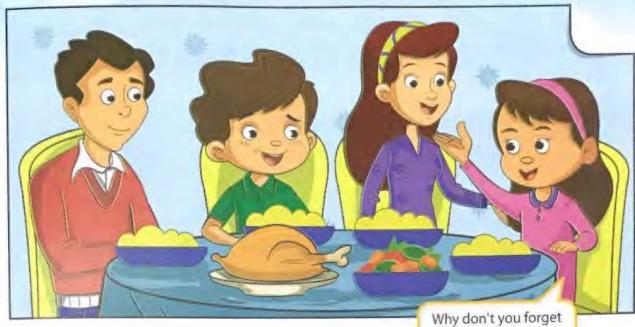


Why don't you explain your ideas, then vote to decide which is the best?

O Parents' tips: Activity (2): Help your child read the story to understand how Ramy's family helped him solve his problem, then let him/her answer the questions.

O Aim: Develop strategies for dealing with hurtful behavior.





about your idea and use Sally's idea instead, and everything will be okay?

Tick (/):

/ou

ideas, lecide

best?

- 1 If Ramy follows his mother's opinion, how do you think he will feel?
 - **Нарру**

- Sad
- If Ramy follows his sister's opinion, how do you think he will feel?
 - **Нарру**

- Sad
- 3 Which opinion do you think is best for Ramy?
 - His mother's opinion
- His sister's opinion

O Subject integration:

- English: Answer questions about the story.
- Applied science: Develop strategies for dealing with hurtful behavior.
- O Life Skills: Problem solving Decision-making Empathy Reading.



Decision Making

Ramy followed his mother's opinion and everyone in the group explained why their idea is the best and they made a group vote

Activity 3 Look at the voting results, then answer:

More To resolve a conflict, it is important to think about "How others feel?" This is called "Empathy".

Students' ideas	Number of votes	
Nada's idea	Zero	
Sally's idea	//	
Karim's idea	Zero	
Ramy's idea	//	



Tick (✓):		
1 Who won in this gro	up vote?	
Sally and Ramy	Nada and Karim	Sally and Nada
2 What should the 2 w	inners do now about th	neir ideas for the play?
Fight	Compramise	Cry
3 To resolve any confli	ct, we should apply	life skill.
	empathy	communication
Ramy's mother opin	ion helped this group o	f students to apply
and	life skill.	
decision making	conflict	problem solving

O Parents' tips: Activity (3): Help your child, look at the given table and collect the data, then let him/ her answer the questions to identify how Ramy and his friends solved their problem.

Aim: Develop strategies for dealing with hurtful behavior.

O Subject integration:

- English: Answer questions about the text.
- Applied science: Develop strategies for dealing with hurtful behavior.
- O Life Skills: Decision-making Empathy Problem solving Non-verbal communication.



What Would You Do?

(Activity 4) Tick (/) the solution(s) for each case:





- 1 Your friend makes fun of someone in class.
 - Ask your friend to stop.
 - ☐ Get help from an adult.
 - Say nothing and walk away.
- Your friend tells your secret to others in the class.
 - Ask for an apology.
 - Cry.
 - Get help from an adult.





- Your friend spreads a rumor about someone in the class.
 - ☐ Ask your friend to stop.
 - ☐ Ask your friend to apologize to that kid.
 - ☐ Walk away and find other friends to be with.



- O Parents' tips: Activity (4): Help your child read the given problems and discuss with him/her each problem, then let him/her choose the suitable answer to solve these problems.
- O Aim: Develop strategies for dealing with hurtful behaviors.
- O Subject integration:
 - Vocational fields: Identify the good interpersonal skills.
 - Applied science: Develop strategies for dealing with hurtful behaviors.
 - Express empathy while communicating with others.
- O Life skills: Empathy Problem solving Critical thinking Reading.



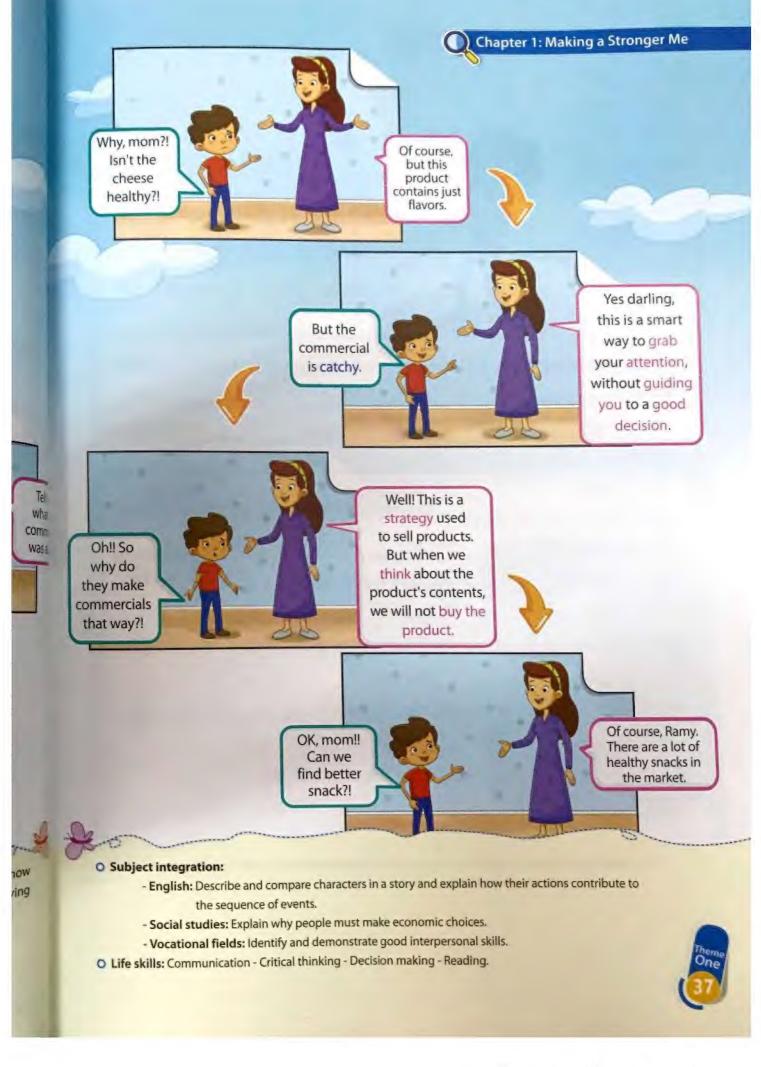




examples on other commercials.

O Aim: Analyze strategies in commercials used to sell a product.







Is a type of propaganda technique that focuses to get the target audience.

What was Ramy sing	ing?	
○ Movie song	National anthem	Commercia
2 Which audience did	the commercial target?	
◯ Kids	□ Teenagers	Adults
3 What was the produ	ct?	
Lollipops	Cheesy snacks	Chocolates
Did the commercial	use images to persuade the a	udience?
Yes	○ No	
Did the commercial	use attractive packing?	
○ Yes	○ No	
Did the commercial	use any famous people / or ch	naracters?
○ Yes	○ No	
Did the music play a	good role in the commercial?	?
Yes	○ No	

O Parents' tips: Help your child answer the questions from his/her reading and understanding of the previous conversation.



8 Did the commercial me	ention price offer?
Yes	○ No
The product is	
healthy	unhealthy
The product's (facts) co	mmercial
grabs attention	guides to a good decision
Is this product competi	ng with other products?
Yes	○ No

Look at the poster, then tick (✓):

- 1 Did this commercial use attractive design?
 - () Yes
- No
- 2 Did this commercial include price offer?
 - Yes
- No
- 3 Is this product healthy?
 - (Yes
- No



O Parents' tips: Help your child answer the questions from his/her reading and understanding of the previous conversation.



A New Product: Brainstorm

Activity 2 Use the "Selling Strategy List" to brainstorm ideas for your own product's commercial about a "New drink flavor";

cccccccccc

Selling Strategy List Bandwagon: Who is the intended audience? Adults Teenagers Kids 2 What type is your product and what is its name? Are you going to use words or images to persuade the audience? Yes Are you going to use colorful packing? Yes Are you going to use famous people or certain characters? No Yes Are you going to use music? Are you going to mention price sale? ()No Your product facts (description) are Grabbing attention Guiding to a good decision Are you going to compete with other products?

O Parents' tips: Activity(2): Assist your child to understand the strategies used to make a product's commercial from the list above, then help him/her in brainstorming ideas to make his/her own commercial about a "New drink flavor" using the above "Selling strategy list" step by step.

O Aim: • Work collaboratively to brainstorm ideas for a product's commercial.

No

Use life skills strategies to create and present a commercial.

O Subject integration:

) Yes

- English: Build and express own ideas clearly.
- Social studies: Explain why people must make economic choices.
- O Life Skills: Communication Critical thinking Decision making.



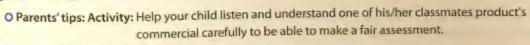


Peer Assessment



After using the previous "Selling Strategy List", is the commercial idea going to give enough information to make a good choice?

The product's name is suita	able.	1
The commercial target the	intended audience.	
Which strategies were used t	to grab the audience attention?	
☐ Words/images	☐ Colorful packing	ш
☐ Music	☐ Price offer	
☐ Famous people	/ Cartoon characters	- 11
There were enough facts a	bout the product.	- 1
Did the product compete wi	th other products?	-
□Yes	□No	-
ls there enough information	to make a good choice?	ı
□Yes	□No	- 11
* Why?		П
	ls like	



- O Aim: Actively listen to others as they present.
 - Assess others' performance with honesty and empathy.
- O Subject integration:
 - Science: Communicate information with others in oral and written forms.
 - Vocational fields: Work cooperatively with a group of students to accomplish a task.
- O Life Skills: Critical thinking Decision making Non-verbal communication.











(Activity 2) From the strategies in the previous page, answer the following:

Collab Decisio			Oritical thinking Oproblem-solving
		need to improve?	Critical thinking
O Decision	oration on-making nanagemen		O Problem-solving
• What are	tne strategi	es used to improve the	
© Which life s	skill will you	ı use to achieve your g	oal?
☐ Empat	hy	Collaboration	Self-management
manager of the second	***************************************	and a superior of the superior	- Commence of the second
	life sk are th which	alls that (A) he/she is practicing b	ous page, help your child identify the est, (B) needs to improve and what each case? And let him/her mention r goal.
O Aim: Set pers	gration: - English	: Ask and answer questions to den	nonstrate understanding of a text.
O Life Skills: Cr	- Science itical thinking - Se	e: Communicate information with elf-management.	others in oral and written forms.



Our Class Pledge

ving:

(Activity

Read and learn the following pledge:

Pledges
Is a promise to ourselves
and others.

We pledge to.....

Show kindness and respect to others.

Encourage and promote a feeling of community and friendship throughout our school.

Show empathy to others who need help.

Never bully anyone.

Forgive others.



- O Parents' tips: Activity: Help your child understand what the word "Pledge" means, and let him/her read the given pledge and discuss it together.
- O Aim: Collaborate to create a class pledge.
- O Subject integration:
 - Applied Sciences: Communicate information with others in oral and written forms.
 - Vocational fields: Work cooperatively with a group of students to accomplish a task.
- Life Skills: Critical thinking Collaboration Empathy Reading.





Collaborate with your classmates to write a "Class Pledge":

You must:

- Use your best handwriting.
- Use a capital letter at the beginning of every sentence.
- Put a full stop at the end of every sentence.
- Write correct spelling.
- Re-read your own writing and fix things up.

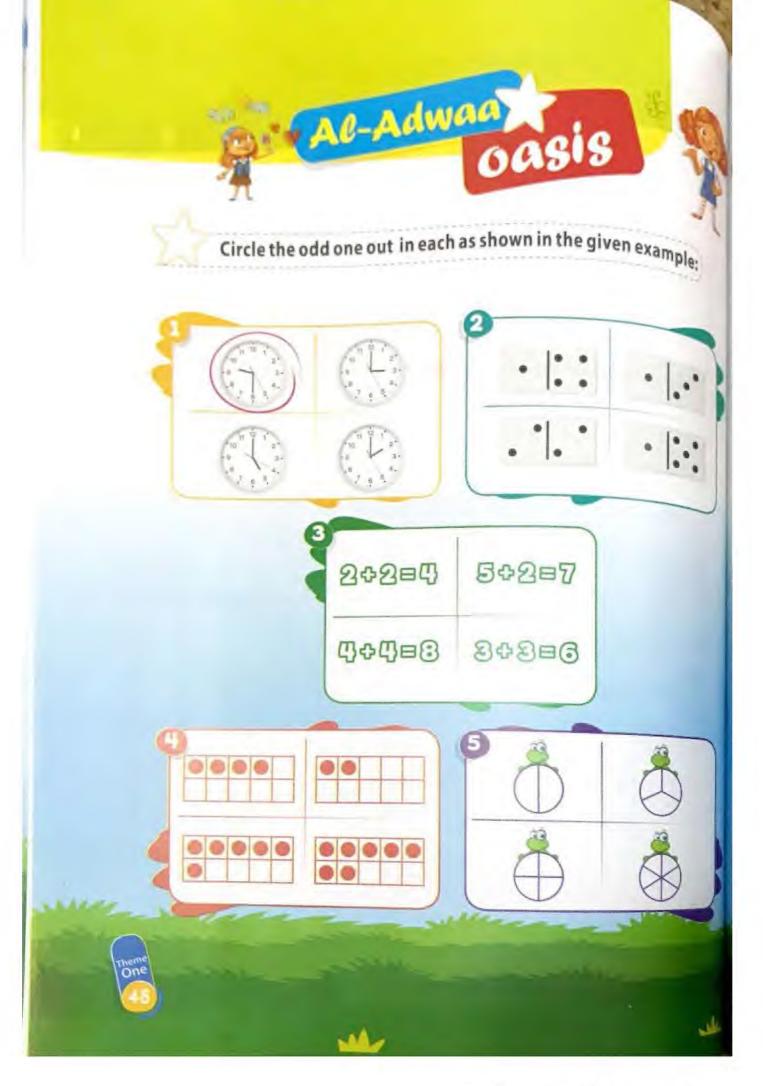
1	Our Class Pledge
3	***************************************
100	
No.	
0	
4	
ز	***************************************
	Signature Date



Tick (√) the learning outcomes you have learned through the chapter:

9 0

The meaning of "life skills".					
Strategies of critical thinking.					
Data collection and answer questions.					
Length measurement.					
Work cooperatively.					
Communicate information with others.					
Strategies development to deal with hurtful behaviors.					
Analysis of strategies used in a commercial.					
Work collaboratively to brainstorm ideas for a commercial.					
Set personal goals.					
Collaborate to develop a class pledge.					
March Miles					
Theme One					



How old am I?

Directions: Read the descriptions of the kids to find out their ages. Write the kids' ages below.

- Amir is 3 years older than Nora.
- . Karim is the same age as Mariam.
- . Samir is 2 years older than Amir.
- Nora is 9 years old.
- Mariam is 3 years younger than Samir, and 2 years older than Hala.





"Making a Healthy Body"





- Students explore how we use our bodies.
- Students discover habits that keep our bodies healthy, and working properly.



eam:

- Students identify the function of specific parts of the body (such as the skin provides protection).
- Students explore the importance of taking care of our bodies so that the parts and organs work properly.



 Students author and illustrate a book for younger students about the human body parts and their functions.

Lesson	Pacing Guide Instructional Focus	Key vocahula
5	Students with	
5.	- Discover what it means to have a healthy body.	- Habit
0	- Contrast healthy and unhealthy habits.	- Mabit
2	- Set a goal for making healthy choices.	
Discover	- Identify and track healthy habits over time.	- Brain break
2	- Create an energizing classroom activity for students when they need a break.	- Energy
	Students wills	- Diagram
-	- Discover how skin protects us.	- Organ
3		- Skin - Sunscreen
	- Conduct an experiment to test the effect of sunscreen on skin.	Juliscieen
4	- Identify how bones and muscles work together in the body.	- Bones
	- Build a model of a finger that can move.	- Muscles
5	- Discover what happens to food when it is eaten.	- Digestion
-	- Build a model of the stomach digesting food.	- Nutrients - Stomach
6		Stomach
	- Identify important facts within a written text.	- Artery - Contract
6	- Model movement of blood through the body.	- Expand
	- Create a poem about the heart.	- Heart - Vein
L.	- Learn how to measure pulse and record heart rate data.	- Heart rate
7	- Test hypotheses about the impact of exercise on heart rate.	- Hypothesis
	- Analyze test results.	- Pulse
L	- Review learning through a group reflection.	- Drafting
8	- Identify the steps of the writing process.	- Planning
	- Collaborate to determine individual responsibilities within a group.	- Publishing - Reusing
	Students wills	
9	- Collaborate to write a story about health.	
9	- Utilize the writing process to organize writing.	- Writing process
	- Peer edit writing.	- Writing process
10	- Complete the writing process with a final rewrite.	
	- Speak confidently when sharing.	
-	- Reflect and self-assess quality of work and use of life skills.	



Ramy & Sally Choices

Activity 1 Read the following about "Ramy & Sally", then answer:

After school I went out for running with my dad. Running help my body feel well. Specially when I drink good amount of water and eat fruits, which give me more energy".



- From your reading; write 3 of Ramy's choices:
- Ramy's choices are:
 - □ healthy □ unhealthy

After school I went back home, I ate chips as a snack and drank soda as I thought they can give me energy. But this turned to upset my stomach. So, I sat on the couch and played video games.



- From your reading; write 3 of Sally's choices:
- Sally's choices are:
 - □ healthy □ unhealthy
- Parents' tips: Activity (1): Assist your child to read the texts above, then discuss with him/her the choices of each of (Ramy & Sally) & let him/her answer the questions.
- O Aim: Discover what it means to have a healthy body.
- Subject integration: English: Ask and answer questions to demonstrate understanding of a text.
 Science: Explain the connection between healthy behaviors and personal health.
- O Life skills: Self-management Reading.



Healthy & Unhealthy

(Activity 2

wer:

Draw U for the healthy choices, and 😕 for the unhealthy choices:



Shouting to each other



Brushing teeth





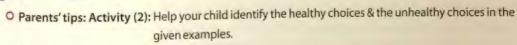
Drinking milk











- O Aim: Contrast healthy and unhealthy habits.
- O Subject integration: Science: Explain the connection between healthy behaviors and personal
- Life skills: Critical thinking Decision making Self-management.





"Making similar choices over & over again are called Habits"

Tick(√) to categorize the following activities into "Healthy" & "Unhealthy" habits:

	Activities	Healthy habits	Unhealthy habits
	Playing video games all day		0
burn.	Washing hands		
	Eating fruits & vegetables		
	Eating sweets instead of lunch		
d	Drinking milk		
9	Drinking water throughout the day		
8	Skipping breakfast every morning		
(Im sadi)	Sharing your feelings when you are sad or upset		

- O Parents' tips: Activity (3): Help your child categorize the healthy & unhealthy habits in the given table.
- O Aim: Contrast healthy and unhealthy habits.
- O Subject integration: English: Read and understand informational texts.
 - Science: Explain the connection between healthy behaviors and personal health.
- O Life skills: Critical thinking Decision making Self-management.



My Choices

Read the "Strategies to Stay Healthy", then tick (/) the "healthy habits" you are doing only:

stay healthy

Get enough sleep

Stay calm

"Making choices to practice healthy habits, will help us make healthy mind and body".

Answer:	
Mhat happens to our bodies when w	ve choose the healthy habits?
We get sick less often.	We feel angry.
We have more energy to play	. We study better.
We make healthy mind and b	oody.
2 How many healthy habit(s) you die	dn't tick from the
"Strategies to stay healthy" list?	
Do you want to set this healthy h	abit as a goal to achieve?
Yes.	□ No.

O Parents' tips: Activity (4): Discuss with your child the "Strategies to Stay Healthy" & how practicing each healthy habit in the list helps us make healthy mind & body, then let him/her tick the healthy habits they already do & answer the questions.

O Aim: Contrast healthy and unhealthy habits.

O Subject integration: - English: Ask and answer questions to demonstrate understanding of a text.

O Life skills: Critical thinking - Decision making - Self-management.





Healthy Habits

Activity 1 Read & notice how articles are written, then answer:



Title . Tells what you are about to read. Written in bold print & capital letters.

CHEALTHYCHABLUE

Subheading

- Tells what you are about to read.
- · Written in bold print.

Get enough sleep: When we do not get enough sleep, we get out of energy and mood. Getting enough sleep helps our bodies stay healthy, energetic and helps our brains think better.



5leep helps you think better.

Middle paragraph

 Gives us details about the subheading. Stay active: Exercising, such as walking 1 hour every day, helps us stay active and help our bodies

stay strong.
Staying active can improve our mood, strengthen our bodies and help us focus at school.



Focuses of attention Describe

the picture

Sports help you stay active.

Tick (V)

- When we do not get enough sleep, we get out of energy the next day.
 - __ Yes ___ No
- - our bodies stay healthy thinking better getting out of mood
- Exercising every day does not give energy.
 - Yes

- No
- - feeling more alert getting tired focusing at school
 - O Parents' tips: Activity (1): Assist your child to read the "Article", notice the underlined information & ask him/her what do they observe different about this reading. Then, discuss with him/her that articles have different features, they have a "Title"; & the texts are broken up into "Middle paragraphs", each have a "Subheading" which is connected to the title, and that the "Pictures" have "Captions". And let him/her answer the given questions after understanding.
 - O Aim: Identify healthy habits.





Now, read and underline the benefits of healthy habits, then answer:





HEALTHYHABITS

Stay positive & calm: When we spend too much time staring at TV screens and video games, this can be stressful. It is important to leave positive attitude when something goes wrong, to improve our mood and Taking a walk help our bodies fight illness. We must enjoy quite calm calm activity activities such as reading and walking.





age

Eating healthy: If we eat sweet snacks every day we can harm our bodies. It is important to think about our food choices. Healthy food gives us the nutrients our bodies need and energy to study and play.



Fruits. vegetables and grains are healthy foods.

Answer:

Fighting is a healthy habit.

Yes.

No.

Write 1 benefit of staying positive and calm.

Eating sweet snacksour bodies.

Write 1 benefit of eating healthy.

- Subject integration:
 - English: Identify text features such as headings, subheadings.
 - Write informative texts to examine the topic ideas.
 - Science: Identify the benefits of healthy habits such as exercising to keep our bodies healthy.
- O Life skills: Critical thinking Self-management Reading.





Healthy Habits Tracker



Set your goal for healthy habits, then use the below chart to track your achievements in 30 days



HABIT	DAILY TRACKER
	123456789
Cotomouskalasa	11 12 13 14 15 16 17 18 19
Get enough sleep	21 22 23 24 25 26 27 28 29
Goal: /30 Achieved /30	00000000
HABIT	DAILY TRACKER
THEIT	123456789
0.	888888888888888888888888888888888888888
Stay positive and calm	22222222
	21 22 23 24 25 26 27 28 29
Goal: /30 Achieved /30	TANK TO A CHES
HABIT	DAILY TRACKER
0	1 2 3 4 5 6 7 8 9
Stay active	11 12 13 14 15 16 17 18 19
	21 22 23 24 25 26 27 28 29
Goal: /30 Achieved /30	
HABIT	DAILY TRACKER
	(1)(2)(3)(4)(5)(6)(7)(8)(9)
teletapetale -	(11) (12) (13) (14) (15) (16) (17) (18) (19)
	21) (22) (23) 24) (25) (26) (27) (28) (29)
Goal: /30 Achieved /30	00000000
HABIT	DAILY TRACKER
	123456789
	XXXXXXXXX
	21 22 23 24 25 26 27 28 29

- O Parents' tips: Activity (2): Discuss with your child the healthy habits that he/she is not doing, then encourage him/her to set these habits as a goal & use the "Habits Tracker" to motivate him/her to achieve their goal by tracking themselves in 30 days.
- O Aim: Identify and track healthy habits over time.
- Subject integration: English: Read and understand informational texts.
 - Science: Explain the connection between healthy behaviors and personal health.
- O Life skills: Critical thinking Decision making Self-management Non-verbal communication.



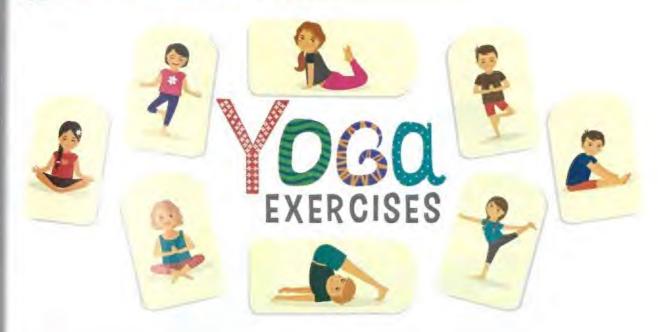
Brain Break

"Our brains work very hard during the day and it is important to give our brains a break by moving our bodies, which is a great way to gain energy".

(Activity(3)

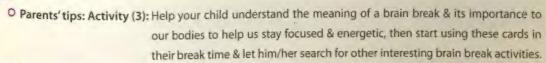
YS.

Use the below "YOGA cards" when you need to have a brain break:



Tick (✔):		
* This activity helped me stay healt	thy because I	
stayed calm	ate healthy	
stayed active	got enough sleep	





- O Aim: Create an energizing classroom activity for students when they need a break.
- O Subject integration: English: Read and understand informational texts.
 - Science: Explain the connection between healthy behaviors and personal health.
- O Life skills: Problem-solving Self-management Decision making Non-verbal communication.

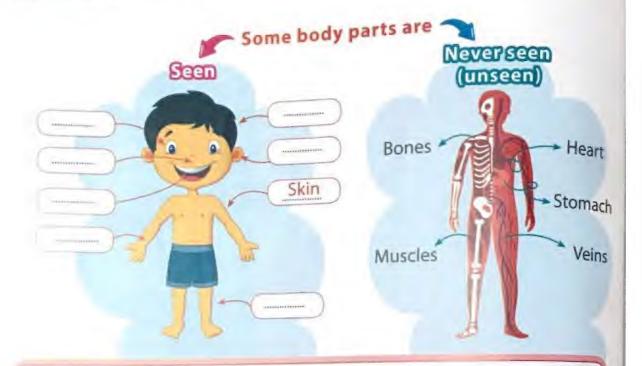




Map of The Human Body

"A special type of pictures with labels that show the name; of different parts are called diagrams".

(Activity 1) Learn, then answer:



Put (/) or (X):

- Heart, nose and stomach are seen body parts. ()
- Bones, muscles and veins are unseen body parts. ()
- Skin is a seen body part. ()
- Diagram is a special kind of picture with labels. ()

O Parents' tips: Activity (1): Help your child understand that we have different body parts some are seen (outer parts) and others are unseen (inside our bodies), then let him/her write the names of the body parts on the shown diagram & answer the questions.



O Aim: Identify the Human body.

O Subject integration: - Science: Identify external and internal parts of the human body.

- English: Read and understand the texts.

O Life skills: Critical thinking.

Are We Similar?



ach

ins

Color (♠) for the similar pictures, and (♠) for the different pictures, then tick (✓) the reason for each:

and W	60	☐ They have the same colors. ☐ They have different colors.
and O	6 D	☐ They have the same colors. ☐ They have different colors.
and M	69	Bocouso. □ Their shapes & colors are the same. □ Their shapes & colors are different.
and 🌑	69	Because. □ Their colors & surfaces are the same. □ Their colors & surfaces are different.
and g	69	☐ They have the same heights. ☐ They have different heights.

- O Parents' tips: Activity (2): Let your child look at the pictures to notice the similarities & differences between each two pictures & discuss with him/her the reason behind their choices.
- O Aim: Identify differences between objects.
- O Subject integration: English: Ask and answer questions to demonstrate understanding of a text.
- O Life skills: Critical thinking.





Our Skin Protects Us

Activity 3 Read, then answer:



Is a certain part in the human body that has specific function.

I'm the skin.

I'm the largest organ in your body (weigh 4 kilograms). I'm made up of multiple layers, some are seen & others are under the surface. I protect you from harmful germs & sunrays; I also keep your body fluids inside & your body temperature constant.

You must take care of me to stay healthy by avoiding exposing me too long to harmful sunrays, by covering-up or by using sunscreen.

From your reading about the "Skin", answer the following:

How does skin protect us?

How must we protect it?

O Parents' tips: Activity (3): Assist your child to understand the text above introducing the "SKIN" as a body organ & discuss with him/her its importance to our bodies, then let him/her underline how the skin protects us & how we must protect it, to be able to answer the questions.

O Aim: Discover how skin protects our bodies.



Complete using the given words:

ction

largest - Diagram - seen - unseen - similar - sunscreen - fluids - germs - constant

- 1 Eyes, ears, nose and skin are body parts.
- 2is a special type of pictures with labels.
- 8 Bones, muscles and heart are body parts.
- [3] Skin is the organ in the human body.
- 6 Skin keeps your bodyinside.
- Skin protects you from harmful
- 3 Skin keeps your body temperature
- Using protects your skin from harmful sunrays.

Subject integration:

- English: Read and understand informational texts.
- Science: Identify external and internal parts and functions of the human body such as skin provides
- O Life skills: Critical thinking Non-verbal communication.

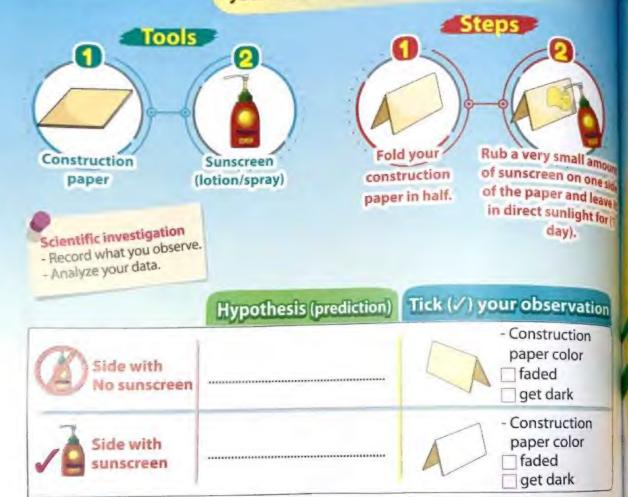




Protecting Our Skin

Experiment Time

Let us do an experiment to investigate the effect of using/not using the sunblock, then record your observations:



is what we think will happen (predict) based on what we know.



- O Parents' tips: Discuss with your child the effect of sunblock on our skin, then let him/her follow the steps of the experiment & let him/her predict the results of using or not using the sunscreen, and compare it to the results he/she will observe.
- O Aim: Conduct an experiment to test the effect of sunscreen on skin.
- O Subject integration: English: Ask and answer questions about the experiments.
 - Science: Perform an experiment and write your observation.
- O Life skills: Critical thinking Problem solving Self-management Decision making Reading.





Investigation of Conclusions

;ct rd

amount one side

leaveit

at for it

tion

(Activity 1) Tick (/) to analyze the observation data of the previous experiment:

Conduston

Describe our decision based on thinking & using evidence.

Analyze data

- What happened to the side without sunscreen?
 - Color changes.
- Stays the same.



- How the side with sunscreen differs from the other?
 - Color darkened.
- Color faded.

Conclusion

"Sunscreen protects our skin's original color due to the production of melanin".



Skin with sunscreen

Melanin

is the pigment that gives the skin its color - Production of melanin protects the skin from sunburns.



Skin without sunscreen

- O Parents' tips: Activity (1): Help your child answer the given questions to analyze his/her collected data from their observations, and discuss with him/her the conclusion based on their analysis & how melanin protects our skin.
- Aim: Analyzing observation data of an experiment.
- Subjects integration: English: Read and understand the texts.
 - Science: Ask questions that can be investigated using simple tests.
- O Life skills: Critical thinking Decision making Reading.



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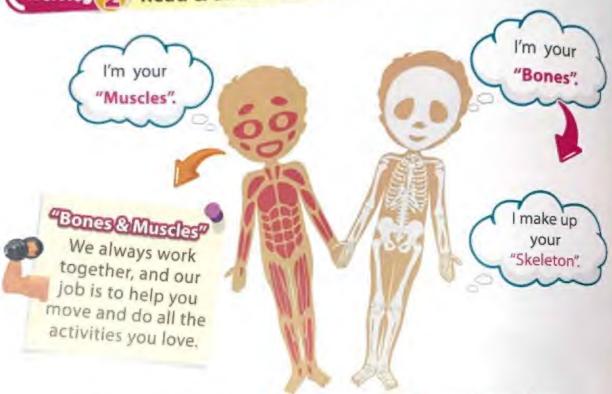
ry it urself.



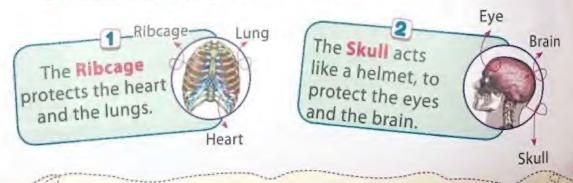
Bones & Muscles Work Together

"Your body is made of many parts that work together to keep you alive."

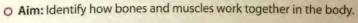
Activity 2 Read & understand, then answer:



We also do a great job protecting your soft organs such as:



O Parents' tips: Activity (2): Assist your child to understand the given information introducing the "Bones" & the "Muscles" as 2 different body systems, then let him/her underline how do they work to help us move & do all our activities and how do they protect the organs of our bodies.





How do they work?	How do they protect us		
Put (√) or (X):			74
Muscles and bones work toget	ther.	()
Bones make up skeleton.		()
3 Ribcage protects the brain and lungs.		()
Skull protects hard organs.		()
	eton moves too.	()
When muscles move, the skele			

O Subject integration:

rain

the

her

and

- English: Read and understand informational texts.
- Science: Identify external and internal parts and functions of the human body such as bones and muscles.
- O Life skills: Critical thinking Communication Problem-solving Reading.

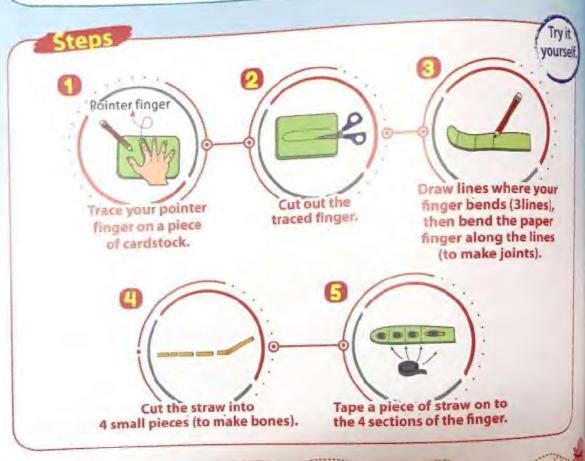




Mechanical Finger

Experiment Time Let us do an experiment to build a mechanical finger, then answer:



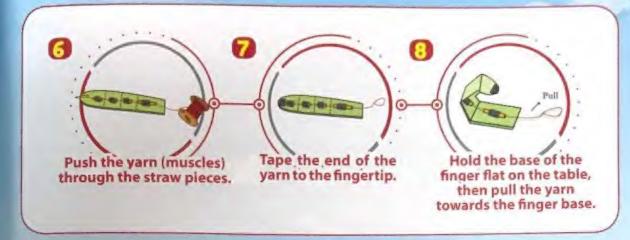


O Parents' tips: Help your child, read & follow the experiment steps to build a mechanical finger model to test out how the parts will work together when he/she will pull the yarn to make the finger move, then discuss with him/her what he/she observed & how this experiment shows us how muscles (tendons) & bones work together to help move the finger, then answer the questions.



O Aim: Build a model of a finger that can move.





Observation

"By pulling the yarn, the straw pieces moves"

Conclusion

The muscles & bones work together to help us move.

A "tendon" helps the finger bend, however muscles pull on the tendons to make them move.

Tick (✓):				
A The straw represents	***********			
□bones	☐ muscles (or tendons)			
The yarn represents				
bones	muscles (or tendons)			
Pieces of card stock represents				
□ finger	wrist			

nger model o make the experiment finger, then

a

of yarn

ere your (3lines), e paper he lines ints).

yourself

O Subject integration:

- English: Ask and answer questions about the experiments.

- Science: Perform an experiment and record observation.

O Life skills: Critical thinking - Communication - Collaboration - Problem-solving - Reading.





What Happens to the Food You Eat?

Activity

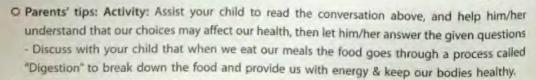
Read, then answer:

Sally, what's wrong with you?! You look so tired!

"Oh! This is an unhealthy habit dear!! Our teacher told us that eating breakfast is too healthy, and that the food we eat is the fuel, which contains different nutrients, that give us energy and keep our bodies working well all the day. Hi, Ramy I'm just feeling out of energy because, I skipped my breakfast today.

From your reading, complete:

- Sally's unhealthy choice was
- 2 The food we eat is the
- Food contains different
 - * What is the healthy habit that Sally must set as a goal to achieve?
 - ☐ Eating healthy.
- ☐ Skipping breakfast.



O Aim: Discover the benefits of the food we eat.



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ling

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ast



4

And, she also said, that our bodies give us signals when we need to eat, such as stomach grumbling when we are hungry. And she explained what is digestion and how it happens.

Digestion

It is the process that changes the food we eat into a simpler form.

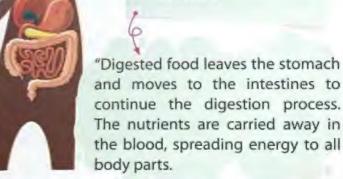
(A) Mouth

- Digestion starts by chewing the food using our teeth to cut food into smaller pieces.
- Saliva (liquid in mouth) softens the food to break-down.
- After swallowing, the muscles push food into the "stomach".



(E) Stomach

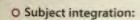
- It is a large muscular organ that helps to digest food.
- Inside the stomach, muscles move the acidic juice inside, to break down the food small enough to get nutrients.





☐ Yes.

□ No.



- English: Read and understand informational texts.
- Science: Identify external and internal parts of the human body and their functions such as stomach that helps in digesting food.
- O Life skills: Critical thinking Self-management Reading,





From your previous reading, complete using the given words.

swallow - digestion - saliva - nutrients - muscular -teeth signals - acidic juice - intestines

- Our bodies give ussignals when we need to eat.
- We chew the food using our
- When we the food, the muscles push the food into the stomach.
- Stomach is a large organ.
- The process that changes the food we eat into a simpler form is called
- Our stomach contains that mixes with the food.
- Digested food leaves the stomach and moves to the to continue the digestion process.
- When food is digested, are carried away into the blood to give us energy.

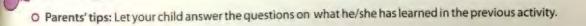


O Parents' tips: Let your child answer the given questions on what he/she has learned in the previous activity.



Arrange the steps of digestion (1-5): Stomach stirs and squeezes food with acid. Stomach Nutrients go grumbles to the blood when we to give us energy. need to eat. Steps of We swallow We chew the **Digestion** the food. food in our mouths. Answer: Where does digestion start? Where do the nutrients go to give us energy?

0

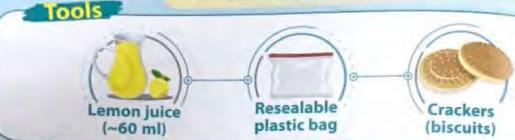


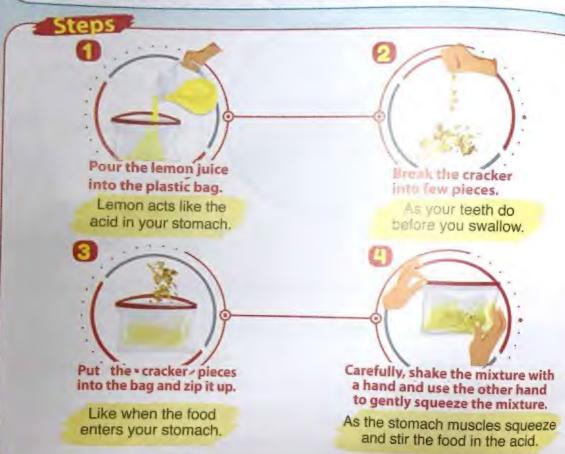




How the Stomach Works

Let us do an experiment to make a stomach mode Experiment Time Let us do an experiment to the mode and t





- O Parents' tips: Help your child read & follow the experiment steps to build a stomach model & see how it works during the digestion process, then let him/her record their observations.
- O Aim: Build a model of the stomach and how it digests food.



chn
Non Non
adilla

Observation

The crackers

remained as it is

□ broke down into smaller pieces

Conclusion

"Both stomach muscles & acidic juice work together to digest food to get nutrients".

Put (√) or (x):

- 1 The plastic bag acts like the stomach.
- ()

2 The lemon juice acts like the acid.

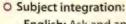
- ()
- The stomach muscles do all the digestion job alone.
- e. ()
- () Grinding the crackers into small pieces acts like chewing.
 - Answer:
- 1 Why do we need to digest the food we eat?

2 How does the stomach digest food?

....

ze

itions.



- English: Ask and answer questions about experiments.
- Science: Perform an experiment and record observation.
- O Life skills: Critical thinking Collaboration Reading.





My Heart

Activity 1

Read, then answer:



I'm the heart.

I'm the strongest organ in your body. I do a great job, I beat and push blood through your body to keep you alive.

Structure:

I am a muscular organ, in the size of your fist and as you grow, I grow too.

Location:

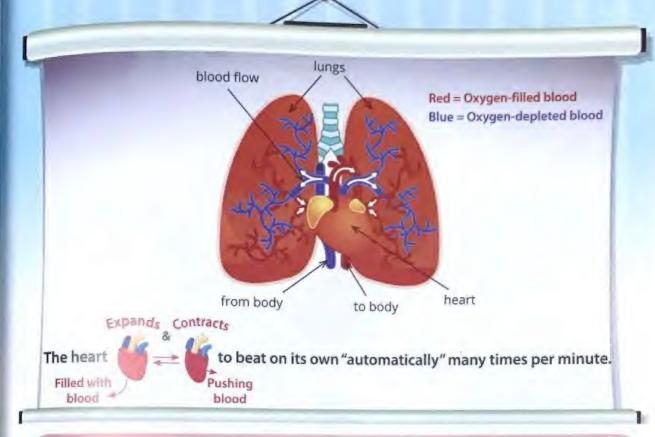
I lie behind your ribs, between your 2 lungs slightly to the left.

From your reading, complete:

- The heart is a organ.
- The heart lies between
- The heart is the strongest
- [5] The heart and blood through your body.
 - O Parents' tips: Activity (1): Assist your child to understand the above text introducing the "Heart" as a body organ and describing its location in the human body, its structure & how it works, then let him/her answer the questions.
 - O Aim: Identifying the structure of the heart.



"Structure of Heart & How it works"



Tick (√):		
1 The heart is divided into		
☐ 3 pieces	□ 2 sides	
2 The heart automatically	to bea	at.
□ contracts	□ expands	□ contracts & expands
The heart expands wher	1	
pushing blood	☐ it's filled wit	th blood
The heart contracts where)	
□ pushing blood	☐ it's filled wit	th blood

- O Subjects integration:
 - English: Read and understand informational texts.
 - Science: Identify external and internal parts and functions of the human body such as heart and how it pumps blood.
- O Life skills: Critical thinking Communication Reading.





Activity 2 Trace the dots to show, the path of blood through the heart:

Pumping oxygendepleted blood to the lungs. Lungs

Carrying oxygenfilled blood from the lungs to the heart.

depleted blood from all body parts to the heart. Expands

Pumping oxygenfilled blood and nutrients to all body parts.

All body parts (ex. brain, etc.)

Fun facts!

- Laughing is good for your heart.
- Whales have the largest heart of mammals.

Complete:

- multiple in the second parts and multiple in the second parts.multiple in the second parts in the second parts.
- The heart receives blood from lungs.
- Heart pumps oxygen-depleted blood to the

O Parents' tips: Activity (2): Help your child understand how the heart keeps the blood moving through your body carrying the oxygen we breathe from the air&the nutrients from the food we eat to all parts of our bodies through its expansion & contraction processes, then let him/her answer the questions.

- Theme one
- O Aim: Model movement of blood through the body.
- O Subject integration: English: Read and understand informational texts.
 - Science: Identify the path of the blood through the heart & the whole body.
- O Life skills: Critical thinking Self-management Reading.

Stethoscope Model

Experiment Time

Let us do an experiment to make a stethoscope model, then record your observation:



14

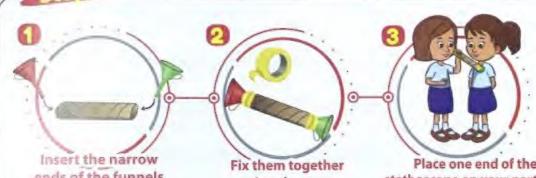
Stethoscopes

It is a tool used by doctors to hear our heart beats.









ends of the funnels into the board tube ends.

using the tape.

Place one end of the stethoscope on your partner's chest & the other on your ear, and listen.

Observation

What did you listen? ☐ Heart beats.

☐ Music.

□ Nothing.



heart

hean

- O Parents' tips: Discuss with your child the use of the "Stethoscope", then help him/her read & follow the experiment steps to make a stethoscope model & see how it works, and let him/her record their observations.
- O Aim: Building a model for a stethoscope.
- Subject integration: English: Ask and answer questions about experiments.
 - Science: Perform an experiment and record observation.
- O Life skills: Critical thinking Communication Collaboration Problem-solving Reading.





About My Heart

Activity 3 Read a "short poem" (or sentences) about the heart:

My heart beats and pumps.

It gives me life and good health.

My heart is a strong organ.

- O Parents' tips: Activity (3): Help your child read the given "short poem", then let him/her try to write his/her own "poem" about the heart.
- O Aim: Create a short poem about the heart,
- O Subject integration:
 - English: Write complete sentences using punctuation, prepositions.
 - Science: Mention some information about the heart.
- O Life skills: Critical thinking Decision making Collaboration Reading Writing.





Exercising My Heart

art.

our own

poem

Activity 1 Read, then answer:

We have previously learned that, the heart is a muscle, that we must strengthen by " staying active".

50, the stronger our hearts are the better they work, but they also need rest.



"Calculating heart rate" By counting pulses in 15 seconds. Ex.: if the pulses in 15 seconds = 18So, number of beats per minute = 18+18+18+18 = 72 beats per minute

- The more we exercise, the more our heart rate
- Heart rate is the number of heart beats per

From your reading, complete:

- The heart is a
- The stronger our hearts are, the they work.
- The more we exercise, the more our increases.
- is how fast or slow your heart beats per minute.
- If the pluses in 30 seconds = 36, then =+..... = beats per minute.

Hypothesis

Do you think your heart rate remains the same in all activities?

TYes.

No.

- O Parents' tips: Activity (1):Help your child understand that the speed of our heart beats increases or decreases according to the activity we do, this is called the "Heart Rate" and help him/her understand how the heart rate is calculated, then let him/her answer the questions.
- O Aim: Learn how to measure pulse and record heart rate data.
- Subject integration: English: Read and understand informational texts.
 - Math: Use strategies of addition in calculating heart rates.
 - Science: Determine the heart rate.
- O Life skills: Critical thinking Communication Collaboration Reading.







Perform the given activities in 30 seconds, 1 minute & 2 minutes. Record your pulse, then calculate the heart rate.



Heart rate chart



Feel the pulse with your finger tips and count

Activity	Length of the activity	Calculations
	30 seconds	
Resting	1 minute	+ + +
	2 minutes	++++ = ++
Jogging	30 seconds	+ =
running)	1 minute	+ + =
	2 minutes	+ ,+++

© Counting pulse in "30 seconds"

Activity	Length of the activity	Calculations	
Pile Vie	30 seconds	************************************	1=
Playing video games	1 minute		
	2 minutes	+ + +	_
linear to a	30 seconds	***************************************	
Jumping	1 minute		=
rope	2 minutes	······ + ······ + ······ + ·	-

ŵ	Which	activities	have	the	highest	heart	rate?
_					3		The state of

Running. Jogging.

Playing video games.

Jumping rope.

Is your hypothesis correct?

No

O Parents' tips: Activity (2): Help your child record his/her pulse in the 15 & 30 seconds after performing the given activities for each, then let him/her calculate their heart rate in 30 seconds, 1 minute & 2 minutes.

O Aim: - Test hypotheses about the impact of exercise on heart rate.

- Analyze test results.

O Subject integration: - English: Read and understand informational texts.

- Math: Use strategies of addition in calculating heart rate. - Science: Determine the heart rate.

O Life skills: Critical thinking - Collaboration.





65.

Ilse nger int.

Tree of Health

Let us make a "Tree of health":

The tree has 4 main branches, about the body parts we learned:

□ Skin

☐ Bone & Muscles

☐ Stomach

□Heart



Search For healthy facts about "Skin, stomach, bones& muscles", then write them inside the leaves:



- O Parents' tips: Activity (1): Let your child organize the important facts that he/she has learned about each body part, then assist him/her to use the internet to find more healthy facts about the "Skin", "Stomach", Bones" & "Muscles" to add his/her knowledge to the tree leaves.
- O Aim: Creating a visual display to create a "Tree of Health".
- O Subject integration: English: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Science: Collect information about body parts.
- O Life skills: Critical thinking Communication Decision making Writing.





Four Steps of the Writing Process

(Activity 2) Read and learn:



The writing process



DEFINITION

TIPS FOR THE WINTER



Brainstorm ideas and organize your topic

- Think about what you want to say.
- Talk about your ideas with a friend to find a main idea.
- · Use a list or web to organize your ideas.



Create a rough copy of your writing.

- · Write your ideas in order.
- Arrange them into sentences.
- Write an opening sentence, fact to know and closing sentence.



Improve your writing

- Did I use correct punctuation (capitalization)?
- · Did I spell my words correctly?
- Are my sentences logical?



Create a clean final copy.

- Type your writing or copy it neatly on a new piece paper.
- · Think of an interesting title
- Share your writing.
- Parents' tips: Activity (2): Assist your child to understand & identify the steps of the "Writing Process"
 and to begin the transition to the new writing process.
- O Aim: Identify the steps of the writing process.
- O Subject integration: English: Read and understand informational texts.
- O Life skills: Critical thinking Communication Decision making Self-management Reading.





35.

(Activity 3 Arrange the steps of writing process (1-4), and match each to its definition:



Create a final clean copy.



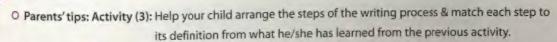
Improve your writing.



Create a rough copy of your writing.

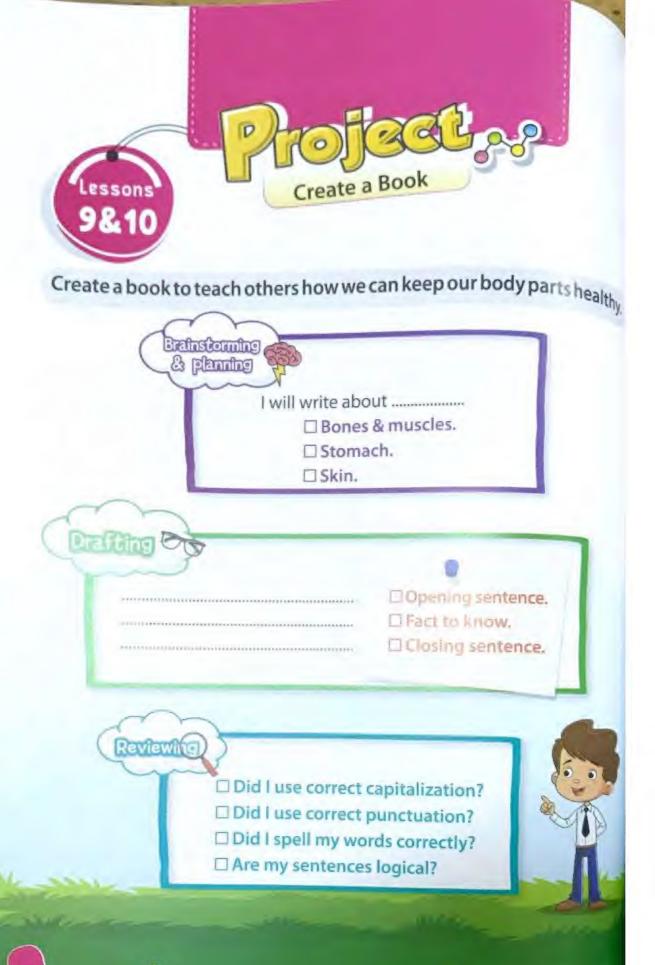


Brainstorm ideas & organize topics.

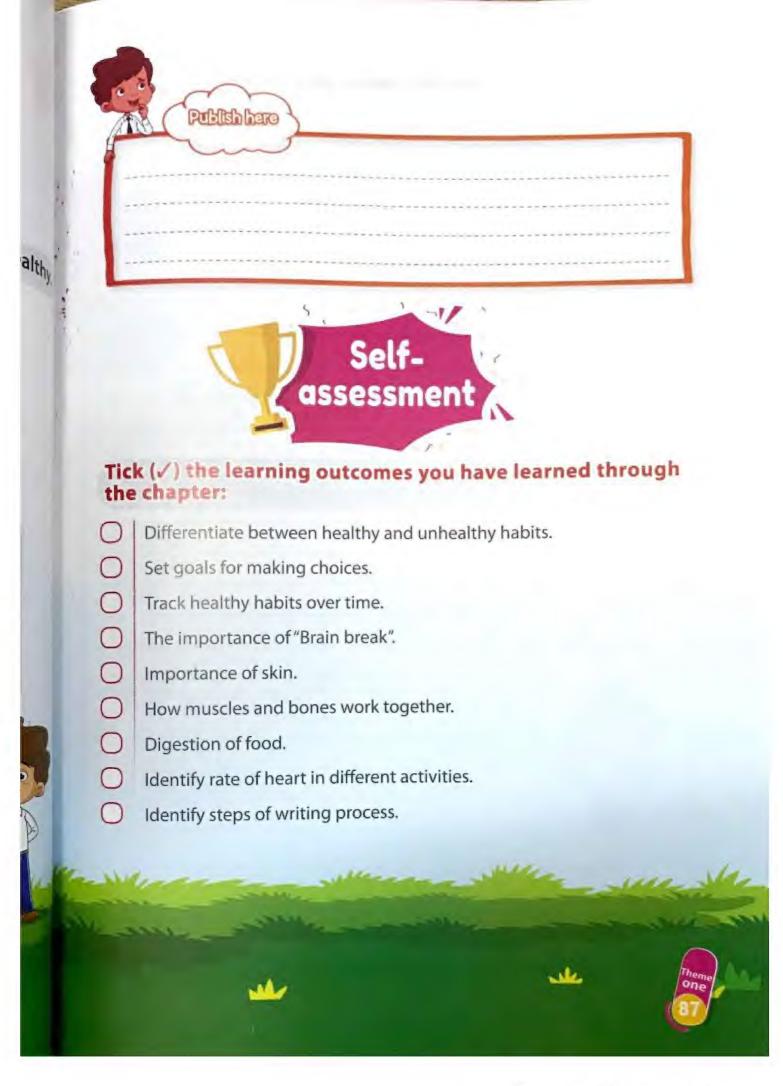


- O Aim: Identify the steps of the writing process.
- O Subject integration: English: Ask and answer questions to demonstrate understanding of a text.
- O Life skills: Critical thinking Communication Decision making Self-management.











Find the words in the box below:

- · Habit
- Healthy
- · Skin
- · Bones
- Muscles
- Stomach
- Organ
- Body
- · Skull
- · Heart
- · Sallva
- Digestion



Z R I S H G H A P A X L S N E I T R A V O V Q A M C H N A W B O C J A K H J R F	A B A B A B A B A B B A B B B B B B B B	H I N T O R H	E T D P D S D	H R O C Y F	Z F G B	M G H E A R	V L P N J A	H A L T H	Z R M F V
PAXL SNEII TRAV OVQA MCHNA AWBO CJAK	A B J E	N T O R	D P D S D	О С Ү Е	F G B	H E A	P N J	A L T	R M F
S N E I T R A V O V Q A M C H N A W B O C J A K	A B J E	T O R	P D S	C Y F	G B X	E A R	N J A	T H	MFV
T R A V O V Q A M C H N A W B O C J A K	B J I E	O R H	D S D	Y F H	В	A R	J	Т	F
O V Q A M C H N A W B O C J A K	E	R	S	F	х	R	A	Н	
M C H N A W B O C J A K	E	Н	D	14					0
A W B O	+				G	T	0	Y	
C J A K	N	E	5	P.					P
	The second second			В	D	J	R	F	G
H J R F	Т	Z	P	W		G	0	Q	L
	C	M	T	A	G	S	V	z	K
KNGQ	Υ	U	L	1	E	0	J	Н	E
PTAI	N	S	R	W	S	5	K		N
O M B Z	c	C	U	M	T	0	C	D	E
A S K U	L	D	N	Υ		R	X	T	A
L U Q V	х	E	J		0	M	Z	S	Q
MTRZ	γ	S	В	G	N	K	A	E	0





ALL.

Anger management dice game questions



One: When did you handle your anger in a positive way?



Two: Mention a way that can calm you down when you are angry.



Three: When was the last time you didn't handle your anger? And what happened afterwards?



Four: Mention a reason to stay calm, when you get angry.



Five: Name your friend who can stay calm when he/she is angry.



Mention something that makes you crazy.

And how you will set your goals to "stay calm" next time.





Lesson	Pacing Guide Instructional Focus	Key vecabular
	Students wills	
01	- Identify healthy habits by reviewing previous learning.	- Canteen
scover	- Plan a healthy space for the school.	
S.	- Identify personal connections to fictional characters.	
02	- Create a list of questions to complete a task.	- Sort
O	- Categorize a variety of foods.	3011
	Students wills	- Carbohydrates
	- Define and explain vocabulary words.	- Diet
3	- Analyze nutrients found in current diet.	- Fats - Nutrients
	- Research a nutrient and identify foods in which it is found.	- Protein
	- Create a collage to show foods containing certain nutrients.	- Minerals
4	- Identify nutrients found in specific foods.	- Vitamins
5	- Compare and contrast fresh and processed foods.	Eurob food
5	- Determine effects of sugar on the body.	- Fresh food - Processed food
9	- Discover alternatives to fresh fruits and vegetables.	
		- Calories - Ingredients
	- Interpret nutrition information on food packaging.	- Serving size - Nutrition label
	- Use nutrition facts on a packaging label to determine if the food is healthy.	- Percent (%) daily value
	- Explain the importance of drinking water.	- Dehydrated
7	- Design a way to educate others about the importance of drinking water.	- Hydrated
	- Set goals for drinking water every day.	
8	 Use a design process to make a container to keep food cold. Collaborate with others to give and receive peer feedback. 	- Zeer pot
O	Students wills	
0 9	- Collect data to determine effectiveness of a design.	-Timeline
S	- Trace a timeline of food storage through history.	
Share	- Synthesize learning about healthy choices to develop a plan for a canteen.	
	- Present elements of the canteen plan in both written and oral forms.	- Items (elements)



A Canteen At School

Activity 1 Read and learn:

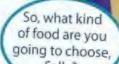
Mum, today our teacher told us that they will build us a canteen at the school.

That's great!

Do you know what a canteen is?

Yes, I do. It is the place where you can get food like snacks.

Our .eacher asked us to list the food we would like to have in our canteen







- Parents' tips: Activity (1): Assist your child to read the story and understand the meaning of the word "canteen", then help him/her guess what kind of food Sally will choose for her
- O Aim: Identify the meaning of the word "canteen".
- Subject integration:
 - English: Read and understand the story.
- Ask and answer questions about key details in the story. - Economics and Applied Sciences: Identify healthy habits.
- O Life skills: Communication Critical thinking Reading.



After knowing what is "Canteen", circle the healthy food you want:



Answer:

- 1 I will choose,,,,,,,,,
 - As they are healthy unhealthy
- 2 I won't choose
 - As they are healthy unhealthy
- O Parents' tips: Help your child choose the healthy food from the canteen.
- O Aim: Identify the importance of healthy food for our bodies.
- Subject integration:
 - English: Ask and answer questions about the importance of healthy food.
 - Science: Differentiate between the healthy and unhealthy food.
- O Life skills: Decision-making.



A Healthy Space

Activity 2

Tick (/) the healthy activities you would like to Tick (/) the healthy active to practice, then draw a healthy space for your school

Stay positive& calm.corner

Stay active corner

ह्यांकि व्यक्ति

- Reading
- Drawing
- ☐ Writing stories
- ☐ Studying

- Playing football
- Body exercising
- Playing tennis
- Playing volleyball
- ☐ Drinking juice
- ☐ Eating fruits
- ☐ Eating vegetables
- Eating healthy snacks





- O Parents' tips: Activity (2): Help your child understand that a healthy space is a space where he/she can stay physically and mentally healthy, then let him/her draw a healthy space.
- O Aim: Plan a healthy space for the school.
- Subject integration:
 - Science: Identify how to stay healthy.
 - Art: Create an art.
- Life skills: Communication.





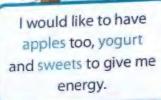
Food for a School Canteen

(Activity 1

cks

Read how Ramy & Sally shared ideas for the food they want to have in their canteen:

The top three foods
I would like to put
in the canteen are
pop-corn, canned
juice and apples.



We all need energy, but there are other healthy choices that can give you energy.



Okay! Let's ask our teacher about the healthy choices.

Answer:

- and are the food that I would choose for my school canteen.
- 2 Do you think that your choices are similar to the story characters?

○ Yes

○ No

- O Parents' tips: Activity (1): Assist your child to read the story, then help him/her answer the questions.
- O Aim: Identify personal connections to fictional characters.
- O Subject integration:
 - English: Read and understand the story.
 - · Answer questions.
 - -Science: Determine benefits of some food.
- O Life skills: Communication Critical thinking Reading.

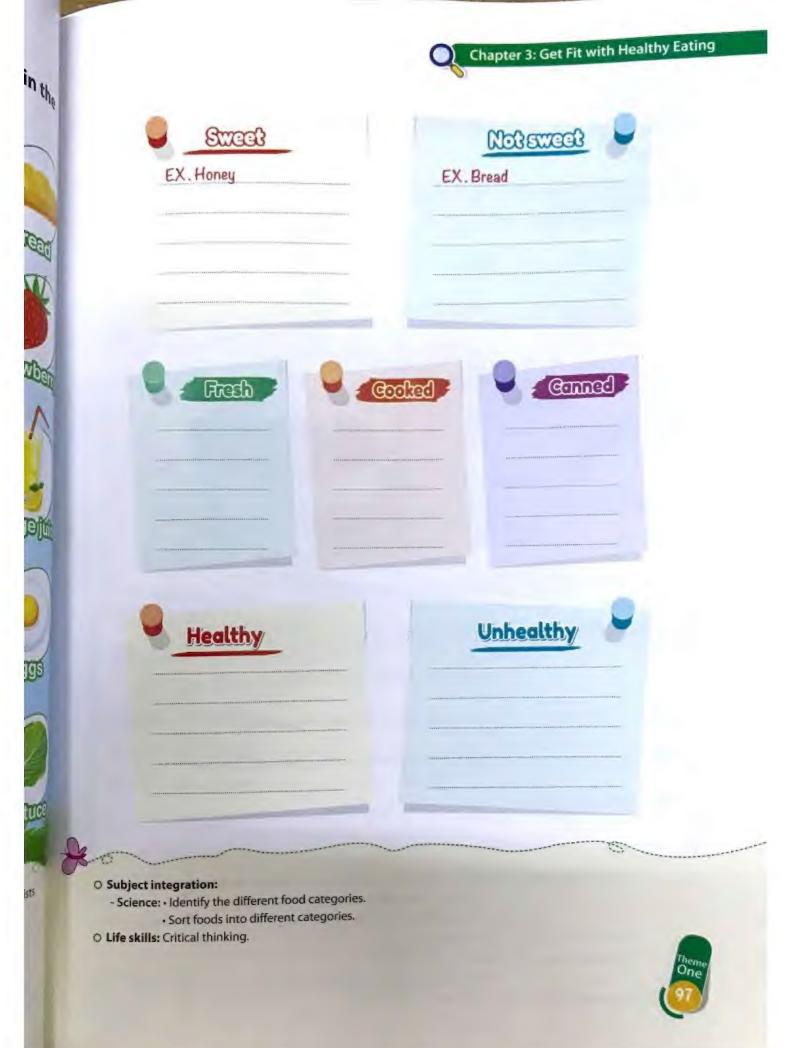


Activity 2 Sort the foods below into the category lists shown in the opposite page:



- O Parents' tips: Activity (2): Assist your child to sort the given foods into the shown category lists "sweet, not sweet, fresh, cooked, etc,....".
- O Aim: Categorize a variety of foods.







My Diet

Activity 1

Read & Learn about the difference between "Diet" and

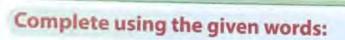
"Nutrient":

Moderation

Are the elements found inside our food which give our bodies energy.

esettal !

Is the food we eat regularly which includes the amounts and types of food we eat.



energy - Diet - Nutrients

- 1is the food we eat regularly.
- 2 are the elements found inside food.
- 3 Nutrients give us
 - O Parents' tips: Activity (1): Assist your child to understand the difference between "diet" and "nutrient", then help him/her answer the questions.
 - Hint: the word "diet" has 2 meanings, (to lose weight) or (the food we eat regularly).
 - O Aim: Define and explain vocabulary words.
 - O Subject integration:- English: Define words.
 - Applied science: Identify the difference between "diet" and "nutrient".
 - O Life skills: Observation Communication Reading.



(Activity 2) Look at the food list below, then answer:



Complete:

ind

- 1 and are the foods with nutrients that give us energy and keep our bodies healthy.
- 2 We can choose and for breakfast.
- We can choose and for lunch.
- 4 We can choose for dinner.
- We can choose and for healthy snacks.
- O Parents' tips: Activity (2): Help your child look at the given foods and complete the given sentences.
- O Aim: Identify the type of your diet (healthy or unhealthy).
- O Subject integration:
 - English: Answer questions.
 - Applied science: Identify whether your diet is a healthy one or not.
 - Economics: Data analysis.
- Life skills: Communication Decision-making Critical thinking.



Nutrients



Let's know about the nutrients in our food.

Proteins

Make our muscles stronger As in: Meat, poultry, fish, dry beans, eggs and nuts.





Carbohydrates Give us energy

As in: Bread, cereal, rice and pasta.



Give us energy too. As in: Milk, yogurt cheese, butter and oil.

निधि



- O Parents' tips: Help your child identify the different nutrients found in his/her food and their importance to keep our bodies healthy.
- O Aim: Analyze the nutrients found in a diet.
- O Subject integration:
 - English: Ask and answer questions about the importance of different nutrients.
- Applied science: Identify the different types of nutrients (as Fats, Proteins, etc,....). O Life skills: Communication - Reading.





Search about the nutrients & benefits of Avocado & Beans, then answer:

	Avocado
1	1 May
6	60
6	May + sudk

	5	the	main	nutrient	found	in	avocado.
****************	2	rile	HIGH	Huttlette	IOUITO		

2	This	nutrient	helps	my	body	by	****************	
---	------	----------	-------	----	------	----	------------------	--

- giving me energy
- making my muscles stronger

is the main nutrient found in beans	15.
-------------------------------------	-----

- This nutrient helps my body by
 - giving me energy
 - making my muscles stronger





Do research about more types of food for each nutrient:

Carbohydrates	Proteins	Fats



- O Parents' tips: Activity (3): Help your child answer the questions from what he/she has learned about different food nutrients.
 - Hint: Help your child use the Internet to find more examples on each nutrient.
- O Aim: Analyze the nutrients found in different foods.
 - · Research a nutrient and identify foods in which it is found.
- O Subject integration: English: Answer questions.
 - Information and communication technologies: Use digital sources to answer a specific question.
- O Life skills: Critical thinking Communication.





Search about the nutrients in each type of food.

Complete using the given words:

Carbohydrates - Proteins - Fats













- Parents' tips: Help your child use the Internet to identify the main nutrient found in each of the given foods.
- O Aim: Analyze the nutrients found in different types of food.
- O Subject integration:
 - Applied science and Economics: Identify the main nutrient in different types of food.
 - Information and communication technologies: Use digital sources to do a research.
- O Life skills: Communication Critical thinking.





Vitamins and Minerals



Read & learn about "Vitamins" and "Minerals":

Vitamins



are important nutrients that our bodies need in small amounts to grow and function well.

Example: Vitamin (A) in carrots which is good for our eyes.

Minerals



are substances that our bodies need to stay healthy.

Example: Calcium in milk which is good for our bones and teeth.

Complete:

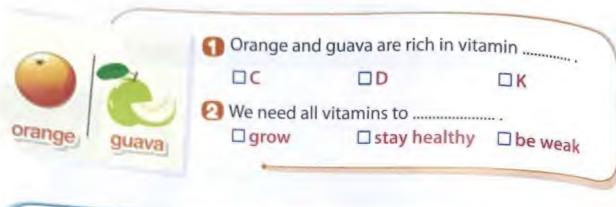
- 1 Eating is good for our eyes.
- amounts.
- 3 Drinking is good for our bones and teeth.
- are substances that our bodies need to stay healthy.

O Parents' tips: Activity (1): Assist your child to read and understand that there are other important nutrients in our food, such as "Vitamins" and "Minerals".

- O Aim: Identify the nutrients found in our food and their importance for our bodies.
- O Subject integration:
 - English: Read and understand the text.
 - Applied science: Identify the different types of nutrients (such as: vitamins, minerals, etc...).
- O Life skills: Communication Critical thinking Reading.



(Activity 2 Tick (/):



0	is a mine	eral found in chees	e and yogurt.
	□ lodine (I)	□ Calcium (Ca)	☐ Manganese (Mn)
0	We need all the	minerals to	*******
	grow	☐ stay healthy	





Carrots are ri	ch in vitamin	
□E		
2 We need all	vitamins to	
grow	☐ stay healthy	

O Parents' tips: Activity (2): Help your child identify the main nutrient (vitamin or mineral) in each of the given food, then choose the word that describes the benefit of each nutrient to our bodies.



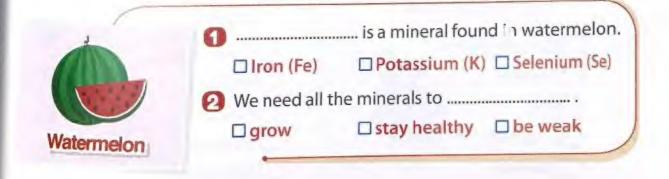
Hint: Help your child use the internet to find the main nutrient found in each type of food.

O Aim: Identify nutrients found in specific foods,



	1and are minerals found in fish.		
	□ Calcium (Ca)	□ Phosphorus (P)	☐ Chlorine (CI
	2 We need all the minerals to		
Fish	□grow	☐stay healthy	☐ be weak
Listi			

Nuts are rich	n in vitamin	************	
	□E	□C	- M
We need all	the vitamins to		
grow	☐ stay healthy	□ be weak	Nuts





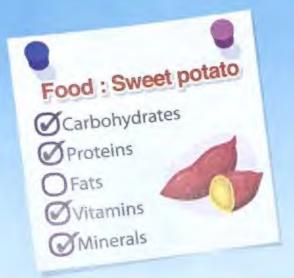
O Subject integration:

- Applied science: Identify the importance of nutrients for our health.
- -Economics: Data analysis.
- -Information and communication technologies: Use digital sources to answer specific questions.
- O Life skills: Critical thinking.



Nutrient Scavenger Hunt

(Activity 3) Tick (/) the nutrients found in each of the following foods:









- O Parents' tips: Activity (3): Assist your child to identify the nutrients in each food card, then let him/her write the name of the food of his/her choice and identify its nutrients.
- O Aim: Identify nutrients found in specific foods.
- O Subject integration:
 - Applied science: Identify the nutrients found in different types of food.
- O Life skills: Critical thinking Decision-making.



Activity 4 Draw the food you want to eat, then answer:



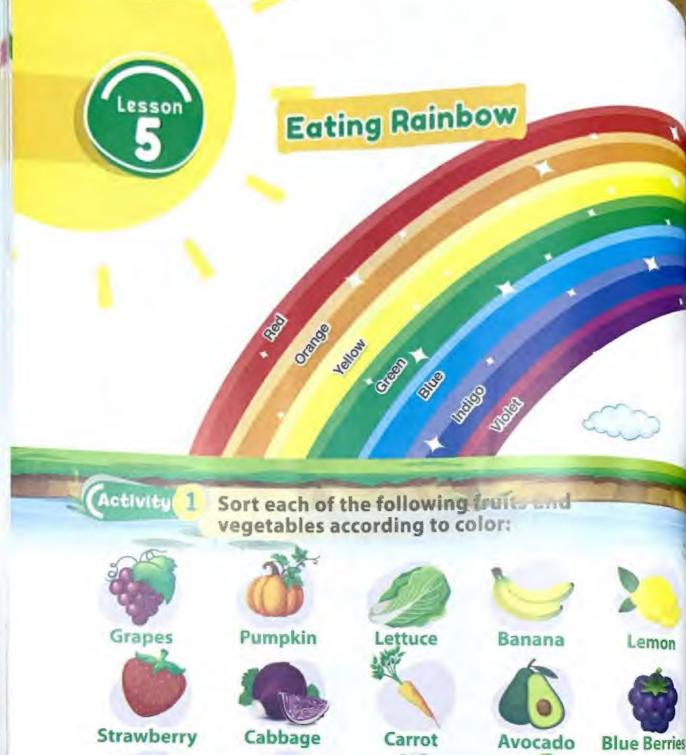
Tick (√) the nutrients in your plate:

- Carbohydrates
- 2 Proteins
- 3 Fats
- O Vitamins
- **5** Minerals



- O Parents' tips: Activity (4): Help your child fill his/her plate with different types of healthy food rich in different nutrients, then let him/her identify the type(s) of nutrients found in the plate.
 - Hint: Your child can fill the plate either by drawing and coloring or by sticking pictures of food.
- Aim: Identify nutrients found in specific foods.
- O Subject integration: Art: Create an art to express what you learned.
 - Applied science: Identify the different types of nutrients.
- O Life skills: Creativity Communication Decision-making Critical thinking.









Pomegranate



Spinach



Peach

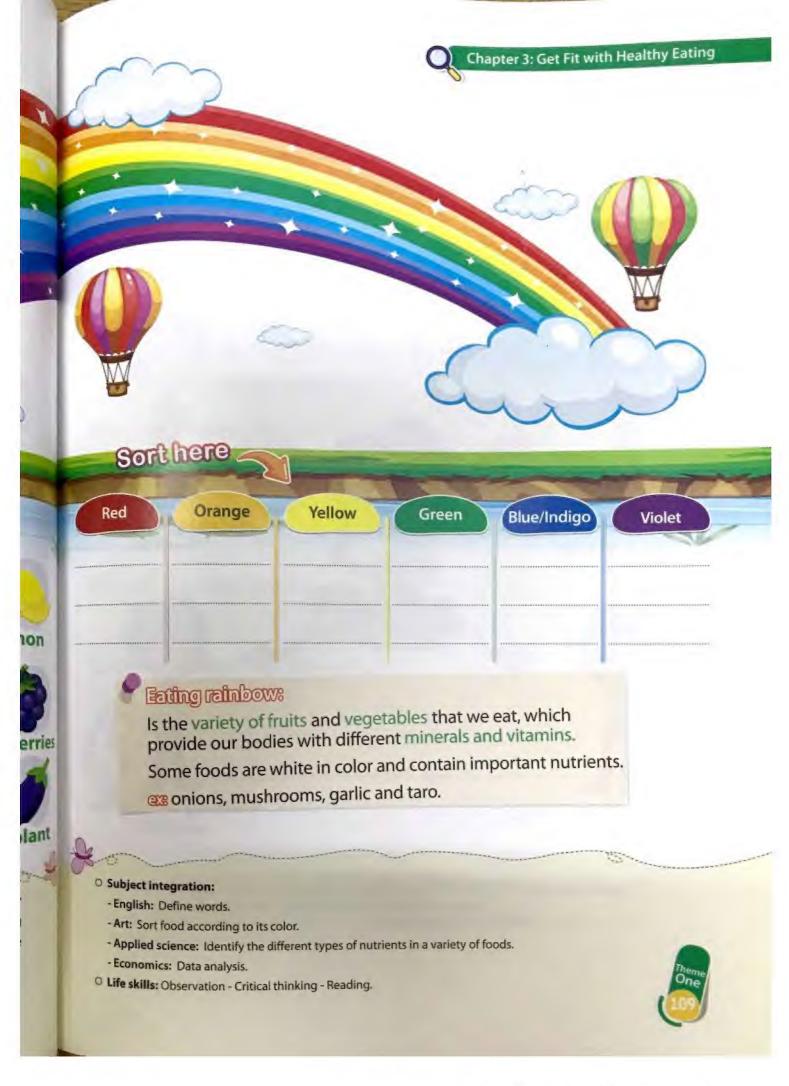




Eggplant

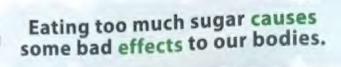
- O Parents' tips: Activity (1): Help your child sort the given fruits and vegetables according to their color in the given table, then help him/her understand that eating colorful and white food is very important for our bodies as they have lots of nutrients.
- O Aim: Identify the importance of eating a variety of healthy foods.
 - · Categorize a variety of foods.





How Much Sugar





Effects of extra sugar



Adds stress to our hearts.









Gaining unhealthy weight.

- O Parents' tips: Activity (2): Discuss with your child that eating too much sugar causes harmful effects to our bodies and health, then help him/her answer the questions.
- Aim: Determine the effects of sugar on the body.



O Subject integration:

our

ithy

-English: Answer questions about key details in a text.

- Applied science: Describe the negative consequences of eating too much sugar.

O Life skills: Decision-making - Communication.



Fresh vs Processed

Activity 3 Learn, then answer:



It has natural sugar.

The peel has a lot of nutrients.

Processed peach



Extra sugar is added.

The peel is taken off, so some nutrients are lost.

Tick (√):

- The peel is taken off from fresh peach.
- Presh peach has more nutrients.
- Extra sugar is added to processed peach.
- 4 Fresh peach has natural sugar.
- Fresh peach is very healthy.











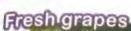
- O Parents' tips: Activity (3): Help your child understand the difference between "fresh" and "processed" food and discuss with him/her other examples, then let him/her answer the questions
- O Aim: Compare and contrast fresh and processed foods.
- O Subject integration:
 - English: Answer questions about key details in the text.
- Applied science and Economics: Differentiate between fresh and processed foods.
- O Life skills: Critical thinking Reading.





Time for a Snack

(Activity 4 Learn, then answer:





3h

Natural sugar

Lots of nutrients

Contain water



Natural sugar

Lots of nutrients

Dried in the Sun



Extra sugar is added.

Some nutrients are removed

Contain water

Complete:

- 1 and have lots of nutrients.
- 2 Some nutrients are removed from
- 3 Extra sugar is added to
- 4 has no as it is dried in the sun.
- [5] and are very healthy.
- 6is a snack we choose to eat when we are hungry.
- O Parents' tips: Activity (4): Help your child understand the difference between "fresh", "dried" and "processed" food, then let him/her answer the questions.
 - Hint: Explain to your child that we can eat both the "processed" and "dried" foods during the whole year.
- O Aim: Compare and contrast fresh, processed and dried foods.
- O Subject integration:

" food

stions

- English: Answer questions about key details in the text.
- Applied science and Economics: Differentiate between fresh, dried and processed food.
- O Life skills: Critical thinking Reading-





What is in the Package?

Activity 1 Look at the given information on the package, then answer:

Nutrition Facts Serving Size 2 tbsp.		
Amount Per Serving Calories 200	Ci 90	alories From Fat
		Daily Values%
Total Fat	10 g	15
Total Carbohydrates	22a	8
Total Carbohydrates Dietary Fibers	22g 1 g	8
Dietary Fibers	22g 1 g 16 g	
Dietary Fibers Sugars	1 g	
	1 g 16 g 6 g	

Ingredients

Pure Sesame Paste, Sucrose Glucose Syrup. Fructose Syrup.

Keep away from heat, humidity and direct sunlight.

e package:
□ No
kage is
sesame paste
als found in the product.
Calcium and iron

nt in the sunlight

O Parents' tips: Activity (1): Help your child look at the label of a packaged food, then let him/her answer the given questions using "See-Think-Wonder" strategy, to identify the ingredients and the nutrition facts of this product.

O Aim: Learn nutrition information on food packaging.



- · English: Ask and answer questions about the label of a packaged food.
- Applied science: Explain what health information can be found on a food package.
- O Life skills: Observation Critical thinking.

er

It.



How to read Nutrition Facts

"The information on the label of a food package, helps us make healthy choices"

Activity 2

Look at the package nutrition facts, then answer:

Nutrition Facts

Serving Size:

Is the amount of food a person would normally eat at one time. (it is usually smaller than the whole package).

2 Calories/ energy:

The amount of energy in one ser of packaged food

Limit these

It is important to limit fats.

Get enough of these nutrients:

These nutrients help to keep our bodies strong and healthy.

2 Servings Per Container Teup (237ml) Serving Size Amount Per Serving 160 Calories % Dally Value 5% Total Fat 4g Saturated Fat 0.5q 396 096 Trans Fat Og 0% Cholesteral Omg 28% Sodium 680mg Total Carbohydrate 24g 890 Dietary Fiber 8g 32% Sugars 5g 2.5% includes 0g added sugars 0% Protein 7g 3.5% Vitamin D 0mg 0%

Potassium 521 mg 11% The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2.000 calories a day is used for general nutrition advice.

Calcium 29 mg

Iron 1mg

% Daily value

It shows the amoun of nutrients in one serving.

O

5% or less 20% or more

How to read daily value:

13% means: 13 out of 100



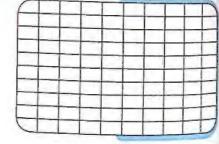
TITE

3%

4%

40% means:

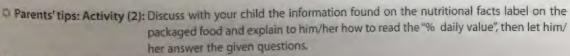
..... out of 100







Tick (√):		
1 The serving size for	or that product is	
○1 cup	2 tablespoons	○2 cups
2 The amount of en	ergy in one serving of	this product is
calories.		
O2	<u>120</u>	<u>160</u>
3 If the total amour	nt of fats in one servin	ng is 5% so, it is
in fats.		
Olow	medium	high
(1) If the total amoun	nt of carbohydrates in	one serving is 8%, then
it is in c	arbohydrates.	
Olow	medium	high
3 Which of these n	utrients should we lir	mit?
○ Fats	Carbohydrates	Minerals
3 Is this product a l	nealthy one?	
○ Yes	ONo	



- Aim: Learn nutrition information on food packaging.
- O Subject integration:

Value

n one

- · English: Ask and answer questions about the label of a packaged food.
- -Applied science and Economics: Explain what health information that can be found on a food package.
- Life skills: Observation Critical thinking.



Comparing Breakfast Cereal

Activity 3 Look at the nutrition facts labels of 2 different cereals, then answer:

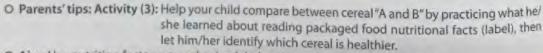




Cereal (B)

Nutrition F	acts
Serving Size	40g
Amount Per Serving	
Calories	165
150	Jaily Value*
Tetal Fel. 30	
Total sugary14g	
Presein 1g	
Sadium 234g	
Vitamin D	28%
(ron.	14%
Vitamin 8	21%
Vitamin 66	35%
Vitamin 812	15%
Magnésium	((%)
Eine	14%

Tick (✓): ① Cereal	has the lowest amount of	fats.	leanthy strade
(A)	(B)	ls ,	a food low in sugar an S, and lots of vitamins.
2 Cereal	has the lowest amount of	sugars.	s, and lots of vitamine
(A)	(B)		1113,
3 Cereal	has the highest % daily val	ue of Vitamir	B12.
(A)	(B)		
(Cereali	s healthier.		
(A)	(B)		



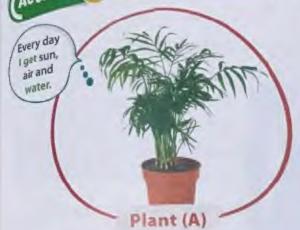
- O Aim: Use nutrition facts on a packaging label to determine if the food is healthy.
- O Subject integration:
 - English: Answer questions about the label of a packaged food.
 - Applied science: Explain what health information that can be found on a food package.
- O Life skills: Observation Critical thinking.





Are these Plants Healthy?

Activity 1 Look at the pictures, then answer:





Tick (V):

ar and

mins.

- 1 Which plant is colorful?
- Plant (A)
- Plant (B)

2 Which plant is dull?

- Plant (A)
- Plant (B)

- 3 Which plant stands tall and firm?
- Plant (A)
- OPlant (B)

- 4 Which plant looks wilted or limp?
- Plant (A)
- Plant (B)

- 6 Which plant is healthier?
- Plant (A)
- Plant (B)
- 6 Water is important for plants to stay healthy.
 - Yes
- O No
- O Parents' tips: Activity (1): Help your child compare between plant "A" and "B", then determine the importance of water for plants to stay healthy by answering the questions.
- O Aim: Explain the importance of water for plants.
- O Subject integration:
 - English: Use visual representations to describe the importance of water for plants.
 - -Science: Describe the benefits of water.
- O Life skills: Critical thinking Observation.

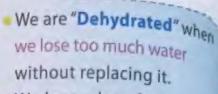


Why Water Matters

Water

(Activity 2) Read & learn, then answer:

We are "Hydrated" when we drink enough amount of water, that keeps our bodies function well.



We lose a lot of water during the day when we breathe, sweat, and when we go to the bathroom.



What happens when we lose too much water?

We will:

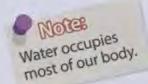
- Feel thirsty.
- Feel tired, dizzy and weak.
- Have a headache.
- Become dehydrated.



What are the benefits of water?

It:

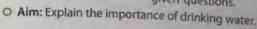
- Keeps our bodies temperature constant.
- Helps joints move properly.
- Protects bones.
- Gets rid of toxins and wastes.
- Dissolves some vitamins.





Drink 2 liters (8 cups) of water every day.

O Parents' tips: Activity (2): Help your child read the given information to understand the importance of drinking water to our bodies, and discuss with him/her the difference between "hydration" and "dehydration", then let him/her answer the





Tick (V):						
O occupies n	nost of our bodies.					
Water is when w	OAir	Food				
bodies healthy.	e drink enough amou	int of water, that keeps our				
Hydration						
We lose water by	************	Dehydration				
drinking	sweating	eating				
hydrated	hout replacing it, we w	ill be				
	ed, we will feel	dehydrated				
Odizzy	healthy	happy				
6 Water keeps our bo	ody temperature					
Ohigh	Olow	constant				
7 We need to drink	_	day.				
O2 cups	4 cups	○8 cups				
Water helps us to get rid of and wastes.						
toxins	food	vitamins				
If there is no water, w	hich of these products wi	Il you choose to stay hydrated?				
Bread	Juice	Chocolate				

- O Subject integration:
 - English: Read and understand the text.
 - Answer questions to learn about the importance of water.
 - · Applied science: Describe the benefits of water.
 - -Science: Determine the body water content.
- Q Life skills: Communication Critical thinking Reading.



Drink Your Water

Activity 3 Color the cups to track your water intake every day:









O Parents' tips: Activity (3): Encourage your child to set a goal to drink the needed amount of water to stay healthy (hydrated), then let him/her use the given tracking chart to track his/her water intake every day for 1 month to achieve his/her goal.

Hint: Copy this paper for your child to record in it the amount of water he/she drinks in 1 year.

- O Aim: Set goals for drinking water every day.
- O Subject integration: Applied science: Describe the benefits of drinking water.
- O Life skills: Self-management.



Everyone Should Drink Water

(Activity 4) Tick (1) the correct answer(s), then draw a poster:

)
It protects our bones.
It helps us to get rid of toxins.
It makes us feel dizzy.
It helps us stay healthy.



Drawa poster to tell others about the "importance of drinking water";



- O Parents' tips: Activity (4): Help your child choose from the box the reasons of "Why drinking water is important?", then let him/her use his/her coloring tools to draw a poster to tell others about the "importance of drinking water".
- Aim: Design a way to educate others about the importance of drinking water.
- O Subject integration: Applied science: Describe the benefits of drinking water.
 - Art: Create an art.
- O Life skills: Creativity Sharing.





Keeping Food Cold

(Activity 1

Read to know how food was stored in the past & nowadays, then answer:

Food must be stored well stay fresh and healthy.

In the past

No electricity

- It is made from
 2 ceramic pots,
 inside each other.
- The space between them is filled with sand and water.

Leer pop



Zeer pot works best in:

- Breezy area with dry air. (as wind makes water evaporate faster) And in the Shadow (away from the sun)

How does it work?

- evaporates from the sand, it takes the headway.
- This acts to cool the inside of the pot, to preserve the food inside.



8

d well to

rk?

m the ne heat

ol the ot, to

Refrigerator





- It is a type of containers that works with electricity.
- -It keeps the food inside it cold, to last longer.



Complete:

- 1is made from 2 ceramic pots, one inside the other.
- Zeer pot gives the best cooling results when it is kept inair, or in shadow.
- Nowadays, we use to store food.
- The refrigerator is a type of used to food.
- We use to make refrigerators work.



- O Parents' tips: Activity (1): Discuss with your child the difference between storing food in the past & nowadays, then let him/her answer the questions.
- O Aim: Identify the difference between storing food now and then.
- O Subject integration: English: Read and understand the text.
 - Science: Describe the difference between storing food now and then.
- O Life skills: Communication Reading.



My Idea

Our school canteen has no electricity!



Activity 2 Help Sally make a "container" to store the food in her school canteen:

Tick (✓) the material(s) Sally needs for the body of the container;







Tick (✓) the material(s) Sally needs to cover the container:



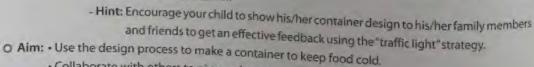








O Parents' tips: Activity (2): Help your child choose the material(s) that Sally needs to make a container to store food in her school canteen, then let him/her draw a design for this container.



- - · Collaborate with others to give and receive peer feedback.





prawadesign for Sally's container heres



Get a feedback from family/ friends using traffic lights:



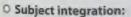
Your design is excellent.



Your design is good.



Your design needs to be improved.



- -Science: Analyze the suitability of various materials to build a container.
- -Vocational fields: Work cooperatively with a group to accomplish a task.
- Art: Create an art.
- O Life skills: Collaboration Creativity Accountability.

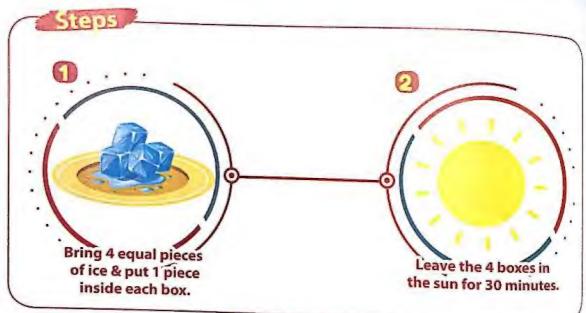




Testing our Containers

Experiment Time Read the steps to test the containers:





- O Parents' tips: Help your child read and follow the written steps to test the given containers, then help him/her record the results in the given table, and let him/her identify the best container for keeping an ice cube cold as long as possible.
- O Aim: Collect data to determine the effectiveness of a design.

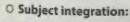




Observation Record your results (observation):

Size of the ice cube	Boxes
Largest	***************************************
	······································
Smallest	Box 1

According to your results, tick (/) the best container that you will use to store food: (Box 1) (Box 2) (Box 3) (Box 4)



- Science: Design simple investigations using simple tests.
- -Vocational fields: Work cooperatively with a group of students to accomplish a task.
- O Life skills: Collaboration Sharing Observation Critical thinking Accountability.



Food Storage Through Time

Activity

Learn the timeline to know how people from the past nowadays used different methods to store food:



- O Parents' tips: Activity: Assist your child to understand using the timeline that, along the years there were many ways for storing food, then let him/her answer the questions.
- O Aim: Trace a timeline of food storage through history.



Tick (√):		
We use to u	nderstand the ord	er of events in history.
Omap	timeline	zig-zag line
The timeline looks li	ke a	
Onumber line	obar graph	
is the oldes	st way for storing for	ood.
Orying in the Sur	Salt	
O Using fire to hear	t and smoke food.	
(1)is the new	est way for storing	food.
Electric refrigera	tor	Baking dried grains
O Using glass jars		
3 Which of these way:	s are you using at h	nome for storing food?
Orying in the sur	n	Electric refrigerator
Salt		Smoking food
☐ Glass jars		☐ Zeer pot
Baking dried gra	ins	

O Subject integration:

st till

r

- Social studies: Explain the structure and purpose of a timeline to understand the order of events in history.

- Applied sciences: Describe the proper way to store various types of food.

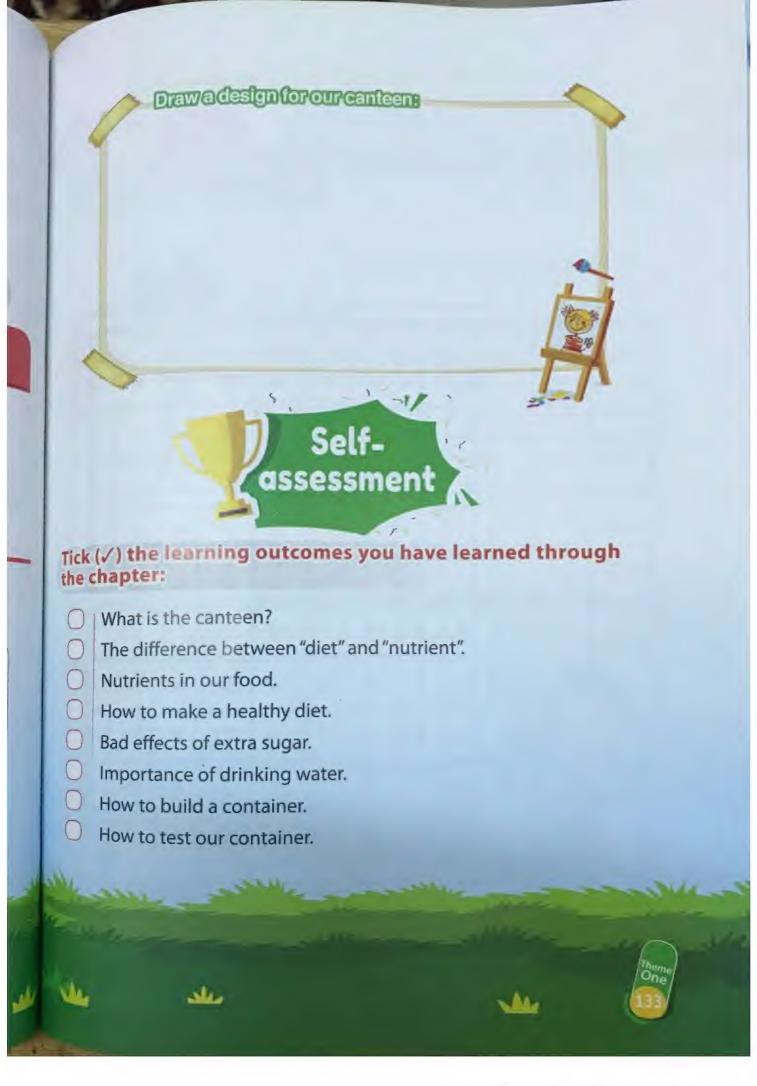
O Life skills: Communication - Critical thinking - Reading.





Tick (✓) the items we need in our canteen:

□ Canned juices □ Cheese □ Roast corn □ Eggs □ Yogurt □ Tick (✓) the tools we need in our canteen: □ Chair □ Plastic plates □ Chair □ Plastic straws □ Table □ Forks □ Lamp □ Spoons □ Container (to store food	□ Fresh juices □ Fruits □ Sweet potato □ Canned juices □ Cheese □ Roast corn □ Eggs □ Yogurt □ Plastic plates □ Chair □ Plastic straws □ Table □ Forks □ Lamp □ Spoons □ Container (to store food	Drinking corner	Healthy food com	Snadks con
Canned juices	Canned juices	□Water	□ Vegetables	☐ Pop-corn
☐ Eggs ☐ Yogurt Tick (✓) the tools we need in our canteen: ☐ Chair ☐ Plastic plates ☐ Chair ☐ Plastic straws ☐ Table ☐ Forks ☐ Lamp ☐ Spoons ☐ Container (to store food	☐ Eggs ☐ Yogurt Tick (✓) the tools we need in our canteen: ☐ Chair ☐ Plastic plates ☐ Chair ☐ Plastic straws ☐ Table ☐ Forks ☐ Lamp ☐ Spoons ☐ Container (to store food	Fresh juices	Fruits	☐ Sweet potato
Tick (✓) the tools we need in our canteen: □ Plastic plates □ Plastic straws □ Table □ Forks □ Lamp □ Spoons □ Container (to store food Write a presentation	Tick (✓) the tools we need in our canteen: □ Plastic plates □ Plastic straws □ Table □ Forks □ Lamp □ Spoons □ Container (to store food Write a presentation	Canned juices	Cheese	☐ Roast corn
□ Plastic plates □ Plastic straws □ Table □ Forks □ Lamp □ Spoons □ Container (to store food	□ Plastic plates □ Plastic straws □ Table □ Forks □ Lamp □ Spoons □ Container (to store food Write a presentation		Eggs	☐ Yogurt
Write a presentation	Write a presentation	☐ Plastic straws ☐ Forks		Table Lamp
	why did we choose these items in our canteen?	Write a presentat	ion)	
eme eme		ente		







Find the words in the box:

- Nutrient
- · Fats
- · Diet
- Vitamins
- Carbohydrates
- · Minerals
- Proteins

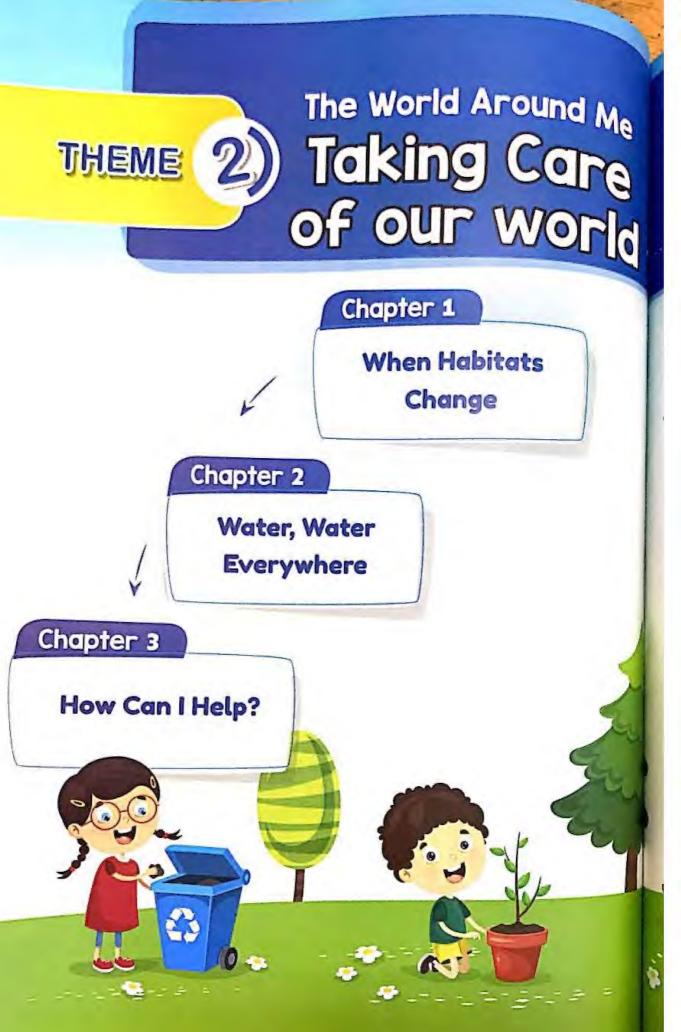


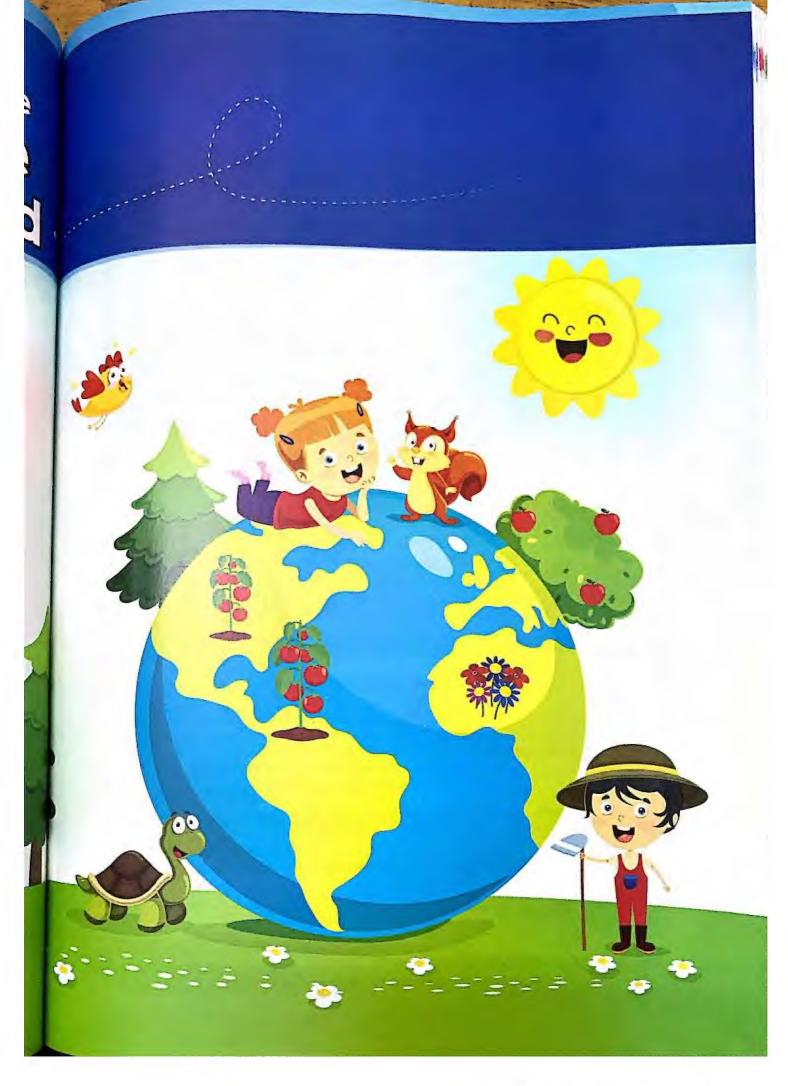
Z	X	S	M	С	1	٧	R	T
R	V	I	T	A	M	I	N	S
S	R	V	L	R	N	W	V	γ
T	U	R	S	В	K	Q	U	N
D		E	T	0	V	W	Х	Q
U	Q	D	W	Н	N	M	Z	P
V	0	V	F	Υ	X		L	R
W	Р	R	A	D	0	N	I	0
X	N	U	(1)	R		E	N	Т
Υ	R	M	s	A	Z	R	X	E
Z	T	Υ	0	T	M	A	Υ	
Α	D	Z	Q	E	P		Н	N
R	X	S	U	S	R	S	T	5

Help Ramy follow the number sequence to reach his favorite fruit by shading the squares:

8	56								
			38	24	78	28	80	48	98
			79	57	4	5	6	58	90
		b 1	国	3	3	27	7	29	30
31	32	33	34	3	36	37	8	39	40
41	7	6	5	4	46	47	9	49	50
88	8	53	14	13	12	23	24	25	60
10	9	63	51	20	21	22	68	26	70
11	72	73	61	19	18	77	A		
12	82	16	17	18	19	20		-	1
13	14	15	94	95	96	97			

سالد





الممسوحة ضوئيا بـ CamScanner



"When Habitats Change"





- Students explore similarities and differences of local and regional habitats.
- Students discover similarities and differences between habitats in different parts of the world.



- Students apply prior knowledge of maps to observe world maps and globes, then identify where various habitats are found in the world.
- Students analyze how living organisms interact with each other and with non-living things in a habitat, then consider how organisms can help and hurt their environments.



- Students create an informational brochure to teach others about the impact of changes on an environment in a local habitat.
- Students advocate for minimizing the negative impact of changes in order to benefit living organisms.

	Pacing Guide Instructional Focus	Key vocabulary
cover	Students will Describe habitats in the local community. Describe how habitats meet the needs of living things.	- Habitat - Needs
	Define and use the term "organism". Read an informational text to learn about habitats around the world. Organize new information using a graphic organizer. Compare and contrast habitats.	- Grassland - Organism - Polar - Rainforest - Wetland
d	 Communicate similarities and differences between two habitats in writing. Connect living organisms to their natural habitats. Use evidence to support answers to a question. 	- Boa snake - Giraffe - Polar bear - Salamander
4	Explain the purpose of maps and globes. Identify the differences between a map and a globe. Locate bodies of water and continents on a map and a globe. Apply map tools (cardinal directions, key) to locate habitats on a map.	- Cardinal direction - Continent - Equator - Globe - Hemisphere - Poles
Learn	- Analyze interactions between living and non-living parts in a habitat. - Use evidence to explain why an animal could or could not survive in a habitat. - Identify environmental changes in various habitats.	- Interact - Survive - Cause
7	- Explain the impact of environmental changes on living things. - Research how living things can benefit and hurt a habitat. - Provide support for a statement using evidence.	- Effect - Benefit - Harm - Invasive - Overgraze
8	- Collect, analyze and display data to demonstrate how changes in the environment may affect the survival of organisms in the environment.	- Environment
Share	Create an informational brochure to teach others about the impact of changes on an environment.	- Brochure
S S	- Describe ways to minimize the impact of changes on living organisms in a local habitat. - Consider different points of view on a topic.	- Point of view



Close Observations



Read & learn:



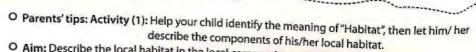
Is the environmen where plants and animals normally live and grow.



Yes, Sally. From the depth of the oceans to the top of the mountains, there are different habitats that include living things and non-living things.







O Aim: Describe the local habitat in the local community.

O Subject integration:

- Science: Analyze the components of the habitat.
- Social studies: Compare and contrast physical features of the world.
- English: Read and understand the texts,
- O Life skills: Critical thinking Communication Reading.





Know, Wonder, Learn

(Activity 2 Read, then answer:



- Habitats have

animals, plants and

non-living things.

- Habitat meets the

basic needs of each

living thing to live and survive. (food,







- If animals can live in more than 1 habitat.
- What are the features of each habitat?
- What are the animals in each habitat?
- What is the location of each habitat?



habitats as sea, river and desert habitats.

water, shelter).

- Egypt has many

Complete:

- 1 and are the components of the habitat.
- 2 Each living organism needs and and to live and survive.
- 3..... and are from the habitats in Egypt.
- O Parents' tips: Activity (2): Help your child read "I know" to remember the basic needs of living organisms to survive.
 - Help him/her ask questions about what he/she wants to learn "I wonder" and fill "I learned" at the end of each lesson in the KWL activity, then answer the questions.
- O Aim: Describe the local habitat in the local community.
- O Subject integration: Science: Communicate information with others.
 - English: Read and write complete sentences.
- O Life skills: Communication Critical thinking Reading.

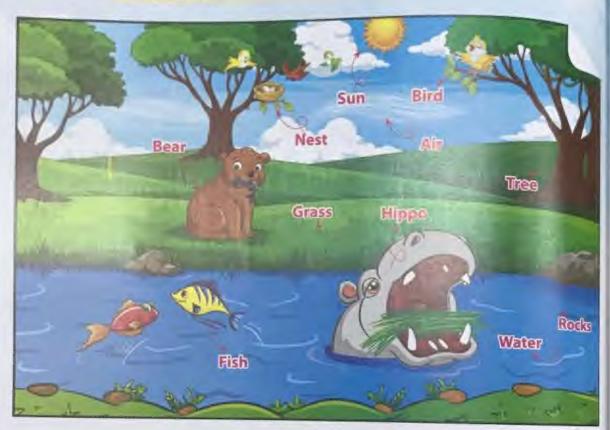




My Local Habitat

"In each habitat the living organism must meet its basic needs,"

Activity 3 Classify to sort the organisms in the picture in the table:





- O Parents' tips: Activity (3): Help your child classify the components of the habitat in the table.
- O Aim: Describe the components of a habitat.
- O Subject integration:
 - Science: Describe the local habitat in the local community.
 - English: Read and understand the texts.
- O Life skills: Critical thinking Collecting data Non-verbal communication.

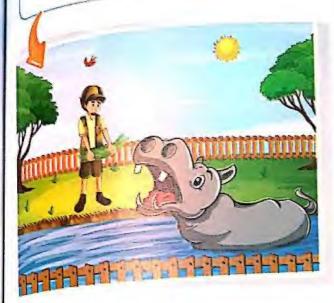




A Zookeeper's Job

Read & learn about the Zookeeper's job:

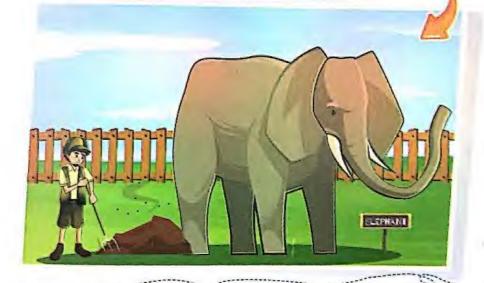
Iprovide the animals with the suitable food.

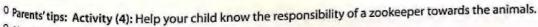


Hi, I am Khaled, a "zookeeper". I'm responsible for the daily care of the animals.



I prepare the suitable place for the animals to live in "shelter".





O Aim: Describe how the habitat meets the needs of living organisms.



⁰ Subject integration: - English: Reading text.

⁻ Science: Analyze a habitat and its ability to meet the needs of different living organisms.

⁰ Life skills: Communication - Critical thinking - Reading.



Vocabulary

(Activity 1 Look, then tick (🗸):

Vocabulary word: "Organism"



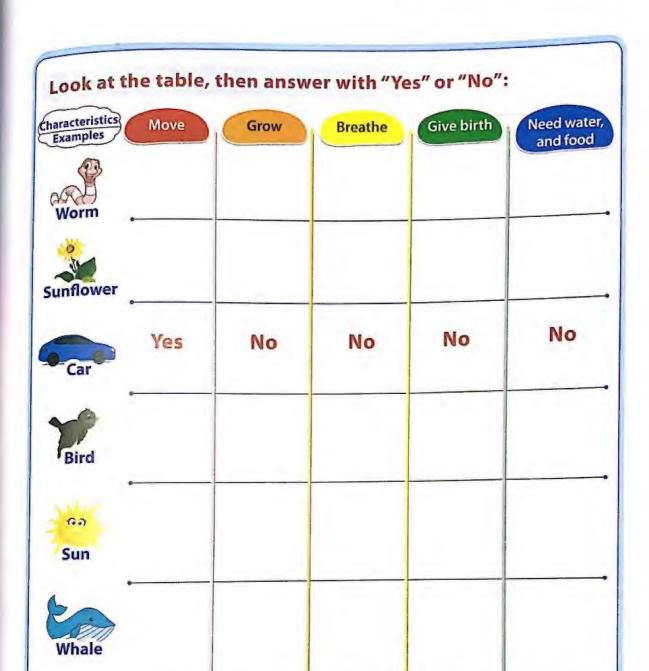
1 Living organisms	could be		
rocks	plants		human
Living organisms	need water, foo	d and shelter to	survive.
Yes	No		
3 A living thing can	also be called a	a/an	
thing	organisn	n	
(V) Definition		_	

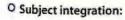
Organism: is a creature such as plants and animals, that usually needs basic needs to survive.

O Parents' tips: Activity (1): Help your child define the word "Organism" by answering the given questions, then help him/her fill the opposite table with your answers as shown in the given example.

O Aim: Define, illustrate and use new vocabulary in a sentence.







nans

cioris.

s the

- English: Define words and write complete sentences.
- Science: Ask questions based on observations to find more information.
- O Life skills: Critical thinking Communication.





Habitats

Read & learn about different types of habitats: Activity 2

Polar Habitat (Tundra): Found near the North and South poles.

Weather

Cold and windy. Ice covers large areas.



Plants

Shrubs: grow on the ground. Moss: grows on rocks.





Animals



Polar bear (Swims to find food)





Complete:

- 1 The weather in polar habitats is and
- 2 and are the plants that grow in the polar habitat.
- 3...... is one of the animals that live in polar habitat.
 - O Parents' tips: Activity (2): Help your child know the different features of the "Polar habitat" such as its weather, the plants and animals that live in, then answer the questions.
 - O Aim: Read and learn about habitats around the world.
 - O Subject integration:
 - Science: Analyze a habitat to determine its ability to meet the needs of different living organisms.
 - Social studies: Compare and contrast climate and physical features of different regions of the world.
 - O Life skills: Critical thinking Respect for diversity Reading.





2 Rainforest Habitat (Tropical Habitat): Found near the equator.

Weather

Rainy. Warm.



Plants

Tall trees: Block sunlight from reaching the ground. Ground plants: with big leaves to capture light.



Animals



Large snake (Crawl on wet and dark ground)







th as its

ins.

m5. world.

- 1 The weather in the rainforest habitat is and and
- 2andare from the animals that live in the rainforest habitat.
- 3.....is one of the plants that grow in the rainforest habitat.

O Parents' tips: Help your child know the different features of the "Rainforest habitat" such as its weather, the plants and animals that live in, then answer the questions.





Grassland Habitat:

Dry flat lands found all over the world.

Weather

- Tropical grassland is warm all the year.
- Temperate grassland is warm in summer but cold in winter.



Plants

Few trees, Tall grass and bushes.



Prairie dog





Rabbits



Cheetahs

Complete:

- 1 The weather in temperate grassland is in summer andin winter.
- 2 Plants in the grassland are trees and grass.

O Parents' tips: Help your child know the different features of the "Grassland habitat" such as its weather, the plants and animals that live in, then answer the questions.





Wetland Habitat:

Found where land meets fresh or salty water.

Weather

Warm or cold or have multiple seasons.



Plants

Can grow at the top or under the water.

Wetland Habitat









Complete:

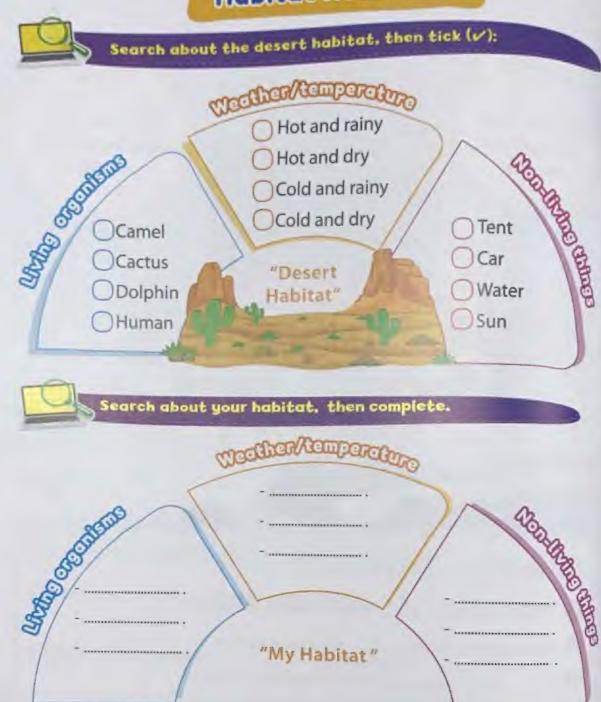
- 1 Plants can live water in wetland habitat.
- Wetland may have seasons weather.
- 3 and can live in wetland habitats.

O Parents' tips: Help your child know the different features of the "Wetland habitat" such as its weather, the plants and animals that live in, then answer the questions.





Habitat Research



- O Parents' tips: Help your child make a research about the features of the "Desert Habitat", then let him/her choose one and do a research about it.
- O Aim: Organize information about different habitats in the graphic organizer.
- O Subject integration:
 - Science: Analyze the features of habitats.
 - Information and communication: Use digital sources to search for and collect content to answer
- O Life skills: Communication Problem solving.





Comparing Habitats

Activity 3 Complete the Venn diagram using the given words:

Gazelle - Tall trees - Tall grass - Warm - Lions - Whale - Macaw - Rainy - Boa Snake

Grassland		Rainforest
Animals	Common	Animals
	Weather	
Plants		Plants
		*
Unique	\ /	Unique
-	\	*

- O Parents' tips: Activity (3): Help your child compare and contrast between two different habitats using Venn diagram and find out what the common and unique features are in both.
- O Aim: Compare and contrast habitats.
- O Subject integration:
 - · English: Read and write a text.
 - Science: Communicate information with others in written or oral forms.
- Social studies: Compare and contrast climate and physical features of different regions of the world.
- O Life skills: Collaboration Critical thinking.





(Activity 4 Complete the following to compare between the "polar" and "rainforest" habitats:

- The polar habitat is located at the 2 poles, but the rainforest habitat is located near the equator.
- 2 The weather in the polar habitat is cold and windy but
- but
- but



- O Parents' tips: Activity (4): Help your child complete the essay to compare between two different habitats.
- O Aim: Communicate similarities and differences between two different habitats in writing.
- O Subject integration:
 - English: Write complete sentences.
 - Science: Compare between different habitats.
 - Social studies: Compare and contrast climate and physical features of different regions of the world
- O Life skills: Collaboration Critical thinking Reading Writing Non-verbal communication.



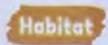


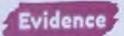
Where Do I Live?



Match each animal to its habitat and evidence:









Grassland habitat has long neck, so it
 can eat leaves from long trees.



Polar habitat - covered with white fur

to keep it warm.

- lives in cold weather.



Wetland habitat lives on both land and water.

- It eats worms.



Rainforest habitat

- crawls to hunt food on dry ground and high trees.
 - lives in hot weather.
- O Parents' tips: Help your child match each living organism with its habitat that meets its basic needs and the suitable features of the organism that allow it to live in this habitat.
- O Aim: Connect living organisms to their natural habitat using evidences.
- O Subject integration:
 - Environmental science: Use evidence to explain how an organism can live in its habitat.
 - English: Read and understand the texts.
- O Life skills: Critical thinking Reading.

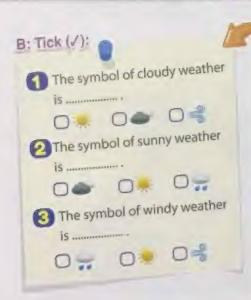




What Can We Learn From Maps?

(Activity 1 Look & notice the difference between the maps:







- O Parents' tips: Activity (1): Help your child remember and explain the features in each map and the need of each one, then answer the questions.
- Aim: Explain the purpose of maps.



World's map

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200

pandfil





C: Tick (v):

This map represents the	O World	O Cairo
	- 110110	Callo

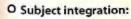
2 The world map shows	O all of the world O part of the world
•	O all of the world O part of the world

All water bodies are represented on the world map.	○ Yes	ONo



Maps

Is a 2 dimensional and flat piece of paper, that represents different features of a part or the whole world.



- Social studies: Identify the features of each map.
- O Life skills: Critical thinking Reading.





The World's Map

(Activity 2) Look and learn the features of the world's map:



PACIFIC

Confinents

Are the very large continuous areas of lands that include countries. (ex: Africa)

MORTH

This is our world's map, it shows all the water bodies and lands.

ARCTIC OCEAN

EUROPE

ASIA

AFRICA

PACIF

AUSTRALIA

SOUTH AMERICA



Compass rose

Locates the 4 main cardinal directions.

ANTARCTICA

ATLANTIC OCEAN

Equator

Is an invisible line that passes through the middle of the map dividing the world into 2 halves (North and South).

- O Parents' tips: Activity (2): Discuss with your child the features of the world's map and explain its purpose.
- O Aim: Locate bodies of water and continents on the world's map.
- O Subject integration:
 - Social studies: Locate oceans, continents, and water bodies on the world's map.
- O Life skills: Critical thinking Reading.





Chapter 1: When Habitats Change



Wow, there are 7 large continents, and large water bodies, but where are the rivers?

Rivers even the large ones are too small to be represented on the map.



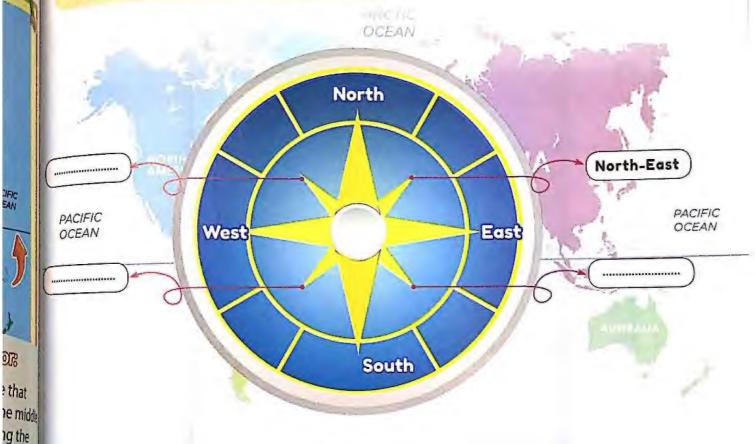


And there's also a compass rose to locate the 4 cardinal directions.

Do you know that: to get a more detailed direction we can combine 2 directions together, such as "North-East" direction.



Write the name of the combined cardinal:



ANTARCTICA

- O Parents' tips: Help your child observe that the small water bodies which are not represented on the world's map.

 Help your child combine the cardinal directions and locate continents on the map.
- O Aim: Locate bodies of water and continents on the world's map using the cardinal directions.
- O Subject integration:

s (North

its

- Social studies: Locate oceans, continents, and water bodies on the world's map.
- O Life skills: Critical thinking Reading.





From your reading, tick (🗸):	True	False
1 Egypt is found in Africa.	0	0
Australia is a water body.	0	0
3 North America is located at the north of the equ	ator.	0
Oceans could be seen on the world's map.	0	0
Mississippi river is represented on the world's	map. 🔘	0
Southeast direction is the combination betw	een east and	west.
Complete using the given words:		
North America - 2 hemispheres - As	ia - Southe	ast)
1is the largest continent.		
2 The equator divides the world into		
(3)is found in the northern hemisphe	re.	
4 Australia is in the direction.		

ANTARCTICA

O Parents' tips: Help your child answer the given questions after reading and identifying the features of the world's map.





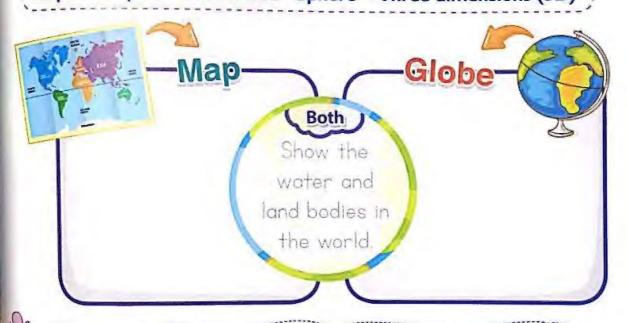
(Jobe:

Is a 3 dimensional and spherical shaped model like Earth, that shows the water bodies and lands of the whole world.



Activity 3 Use the given words to compare between the map & globe:

Two dimensional (2D) - Flat - Represent the whole world Represent part of the world - Sphere - Three dimensions (3D)



- O Parents' tips: Activity (3): Help your child observe and discuss the differences between the map and globe to complete the Venn diagram.
- O Aim: Identify the differences between a map and a globe.
- O Subject integration:
 - -Social studies: Compare and contrast between the map and globe.
- O Life skills: Critical thinking Communication Reading.





Locating Habitat

(Activity 4 Look at the habitats located on the world's map;



- O Parents' tips: Activity (4): Help your child observe the world's map and identify the locations of different habitats using the key and cardinal directions.
- O Aim: Apply map tools (key & cardinal directions) to locate habitats on a map.







- O Subject integration:
 - Social studies: Locate habitats on a map or a globe.
 - English: Ask and answer questions about the location of habitats on a map or a globe.
- O Life skills: Communication Critical thinking Collaboration.





Tick (✓):	
Antarctica continent contains	habitat.
rainforest	polar
2 The equator passes through the	of the map.
○ middle	end
(3) All living and non-living things	interact in a place called a
Club	habitat
habitat is not represent	ted on the world's map.
Wetland	Grassland
5 Egypt has mainly, habi	tat.
rainforest	desert
Match:	
289	
	3
Africa As	Antarctica

O Parents' tips: Help your child answer the given questions after locating the habitats on the world's map.





Where Might a Macaw Live?

(Activity 1

Read and learn how living organisms and non-living things interact in their habitats:



Tick (√) the type of interaction:

- Macaws eat nuts, fruits and damp soil.
 - Living organism & Non-living thing
 - Two non-living things
- Plants use water, sunlight and air to make their food.
 - Living organism & Non-living thing
 - Two non-living things
- Macaws make their homes in trees.
 - Living organism & Non-living thing
 - Two living organisms
- Parents' tips:Activity (1): Help your child know the habitat where the Macaw lives and the kind of interactions to survive in its habitat, then answer the questions.
- O Aim: Analyze interactions between living and non-living parts in a habitat.
- O Subject integration:
 - ~ Science: Analyze the interactions between living organisms and non-living things in a habitat.
- O Life skills: Critical thinking Reading.





Needs of Living Organisms

(Activity 2

Read & learn about the basic needs of living organisms in their habitats, then answer:

Shelter Food Water

They need



Turbes, cray/ish & frogs hide under rocks.



Birds build nests in trees.



Moles and rabbits make burrows in the ground.

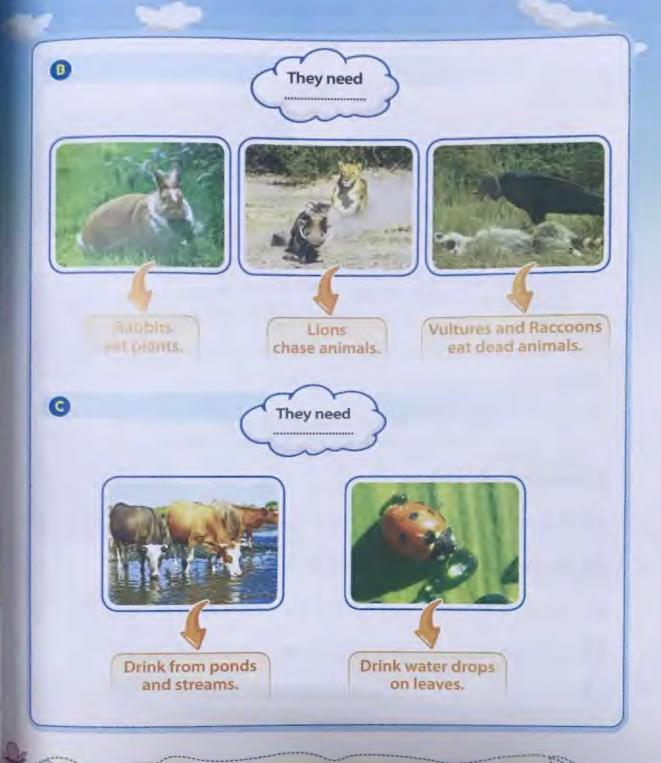


Squirrels and owls use holes in trees.

- O Parents' tips: Activity (2): Help your child identify the basic needs that living organisms need to survive in their habitats.
- O Aim: Identify the the basic needs that are needed for living organisms to survive in a habitat.







- Subject integration:
 - Science: Identify the basic needs of living organisms in their habitats to live and survive.
- O Life skills: Critical thinking Reading.







Read & learn why animals move to other habitats when they hardly find their basic needs, then answer:



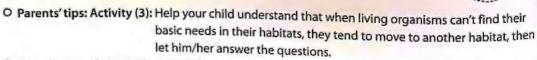
Zebras&elephantsemwalk many miles to look for water.

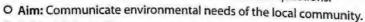


Complete using the given words:

vultures - shelter - climb - dead animals - rocks warmer - owls - holes - burrows - water

- Butterflies fly south for a place.
- 2 Moles meet their need for by making
- Monkeys trees to get their food.
- Squirrels anduse in trees to meet their need for shelter.
- 6 Crayfish lives in and hides under





- O Subject integration:
 - Science: Analyze the interactions between living organisms and non-living things in a habitat.
- O Life skills: Critical thinking Reading.







when

ter.

their

it, then

itat.

Match each living organism to the type of interaction in its habitat (A), then to its basic need (B):









Living organisms and non-living things Shelter



Two living organisms together

Food



Water

- O Parents' tips: Activity(4): Help your child match each living organism to the type of interaction in its habitat (A), then to its basic need (B) to survive.
- O Aim: Analyze interactions between living and non-living parts in a habitat.
- O Subject integration:
 - Science: Analyze the interactions between living organisms and non-living things in a habitat.
- O Life skills: Critical thinking.





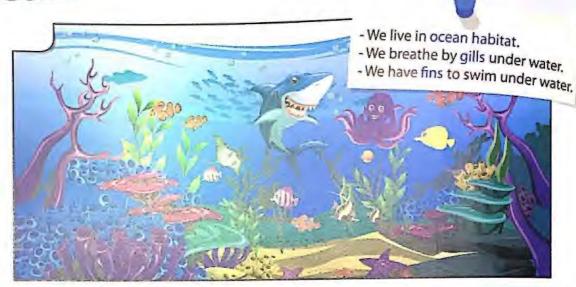
Is This the Best Habitat?



Read about different living organisms in different habitats:



Living organisms that live in the ocean habitat have characteristics:



mm		
Tick (✓):		
1 Shark breathes by	•	
gills	○ lungs	
2 Octopus lives in a/an	habitat.	
grassland	ocean	
,,		

- O Parents' tips: Activity (5): Help your child identify the characteristics of living organisms that live in ocean habitat, then let him/her search about the living organisms in desert habitat.
- O Aim: Use evidence to explain why an animal could or couldn't survive in a habitat.







ent

eristics:

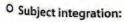
rater. Water,

ns in

Search about the "Desert" habitat:



Tick (· /): 1 Camel breathes by gills | lungs | 2is one of the desert plants. Cactus | Flower | 3 The weather in the desert is hot and dry | cold and windy



- English: Ask and answer questions to discuss a specific topic.
- Science: Communicate information with others in oral or written forms.
- O Life skills: Critical thinking Communication Reading.





Changes in the Environment



Read and learn the changes that happen to the environment by living organisms or non-living things:



Cause

 Heavy rains that cover lands.

Effect

- · Useful:
- Bring seeds and nutrients.
- · Harmful:
 - Plants washed away.
 - Animals leave their habitat.

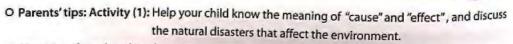




- · Natural.
- From lightning.
- · Man-made.
- Fire.

Effect

- Useful:
- Remove dead litter so nutrients added to the soil.
- · Harmful:
- Animals leave their habitat.
- Pollute the air.

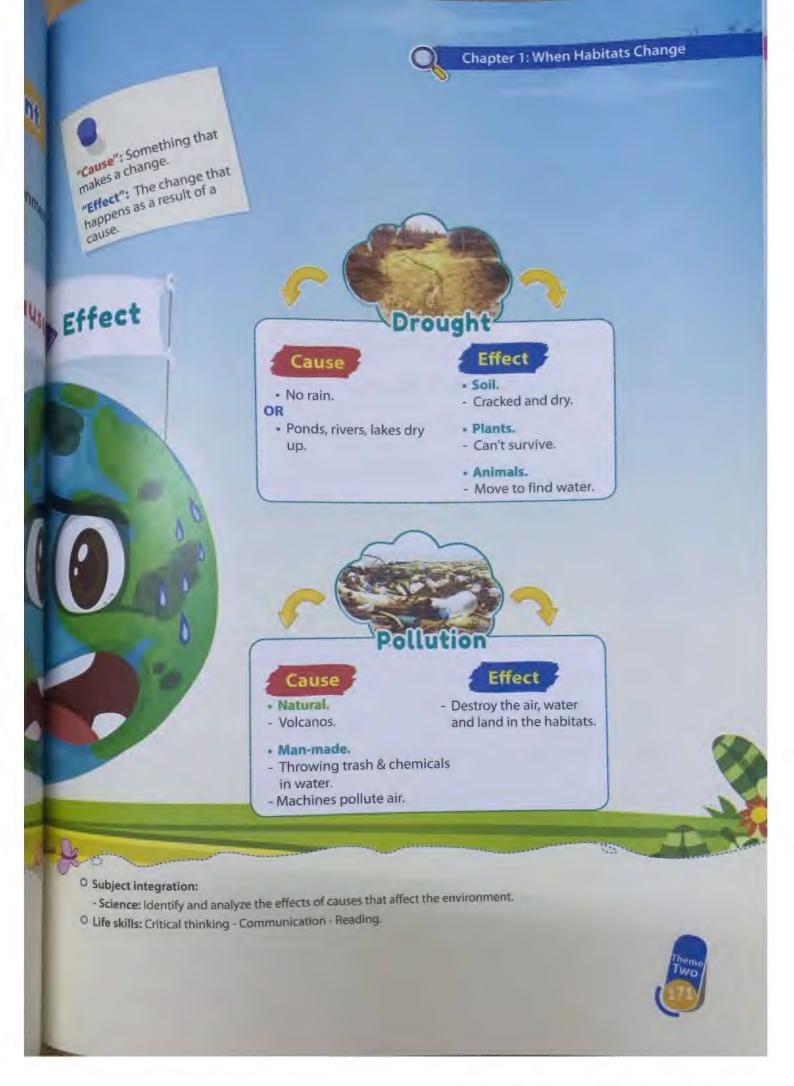


O Aim: Identify and explain the environmental changes in different habitats on living organisms.











	_	
From your reading, tick (🗸):	True	False
Floods will happen when there is no rain.	0	0
2 Pollution has useful effects.	0	0
Sire is caused by the living organisms.	0	0
Some effects are useful to the environment.	0	0
6 Plants can survive during drought.	0	0
Complete using the given words: Harmful - seeds - habitats - Lightni Volcanos - nutrients	ng - effect	s
acauses harmful		
2 Floods bring and to the soil.		
3 causes natural fire.		
are natural pollution cause.		
S Natural disasters force the animals to leave their	ir	

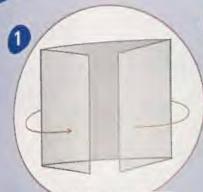
O Parents' tips: Assist your child answer the given question after identifying the changes that happen to the environment by living organisms or non-living things.



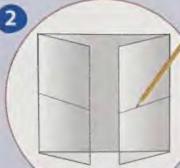


Create Your Foldable

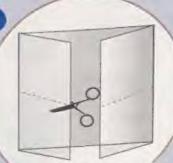




Fold the paper as shown.



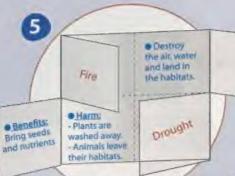
Use a pencil to divide each fold into 2 parts.



Then use a scissor for cutting.



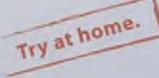
Now, write the causes on the outer side of the folds.



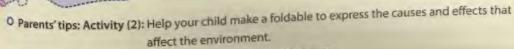
3

Finally, write the effect behind each cause fold.

Use this foldable to show the causes and the effects of natural disasters on the environment.







O Aim: Identify the environmental changes in different habitats.

O Subject integration:

· Math: "Geometry" partition shapes into parts with equal areas to express a fraction.

- Art: Create works of art to express content learned.

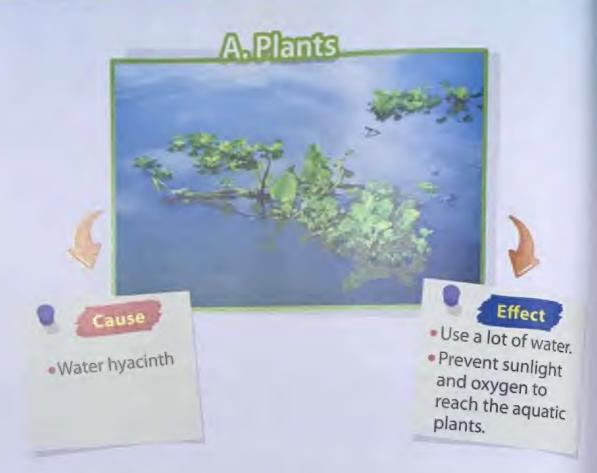
O Life skills: Sharing - Communication - Reading.





Plants and Animals Can Cause Change

Activity Read and learn the changes caused by Animals & Plants:



"The water hyacinth is a plant that is not usually found in Egypt. Humans brought it to Egypt. It is called an invasive plant."

- O Parents' tips: Help your child know that living organisms "animals and plants" make some environmental changes, then answer the questions.
- O Aim: Discuss how living organisms can benefit or harm a habitat.







Complete using the given words:

harmful - oxygen - Overgrazing - goats - sunlight - Water hyacinth

- 1 of animals harms the soil.
- 2 Water hyacinth prevents and from reaching the aquatic plants.
- 3 Overgrazing of leads to removing plants.
- O Subject integration:
 - Environmental science: Explain how an organism can both benefit and damage its environment.
- O Life skills: Critical thinking Communication Reading.





Benefit or Harm

Activity 2 Search and match:

Change

Effect

Add nutrients to the

soil.

Agricultural lands clearing



Volcano ashes fall on the soil



Goats graze on grassland



Benefit

Remove the fertile layer of the soil.

Harm

Eat other fish and insects.

The soil will become hard and sandy.

- O Parents' tips: Activity(2): Help your child search for the causes that benefit or harm the habitats.
- O Aim: Discuss how living organisms can benefit or harm a habitat.
- O Subject integration:
 - Environmental science: Explain how an organism can both benefit and damage its environment.
- O Life skills: Critical thinking Communication,





Research

A Tick (√):

My living organism: Cane toad

Ways it benefits the environment

- Eat

119

- Rats
- **O**Snakes
- Ochocolate
- Insects



Ways it harms the environment

- It:
- has beautiful voice
- has toxic skin
- Omakes animals leave their habitat.



My living organism:

Ways it benefits the environment



Ways it harms the environment

- O Parents' tips: Help your child search for the benefits and harms of the "cane toad" on the environment, then let him/her do a research on another animal and explain how it benefits or harms the environment and answer the questions.
- O Aim: Explain the impacts of living organisms on their environment.
- O Subject integration: Social studies: Explainhowanorganism can both benefit or harmits environment.
 - Science: Use digital sources to search and collect content to a specific topic.
- O Life skills: Communication Collaboration.





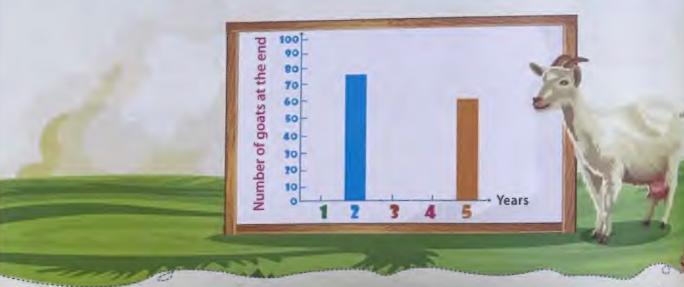
Goats and More Goats

Biologists collected the number of goats in a field for 5 years with changeable basic needs.

Activity

Use the data in the table to complete the bar graph:

Years	Number of goats at the start	Basic needs	Causes	Number of goats at the end
1 st	35	High	KANAMANAN MANAMAN MANA	50
2 nd	50	High		75
3 rd	75	Normal	ALLEMAN CONTROL OF THE SECOND	100
4 th	100	Low	Flood	80
5 th	80	Low	Fires	60



O Parents' tips:Activity: Help your child notice the effect of basic needs & causes on the number of goats along the 5 years, then let him/her complete the bar graph using the given data in the table & answer the questions.

O Aim: Collect and analyze data to show how the environmental changes may affect the survival of organisms in that environment.



S

Ine	number of goats at t	the end of each year different		
2 The	number of goats wa	as large in the		
	second	☐ fifth	year.	
3 The	number of goats wa	is small in the fifth ve	ar because of	
	☐ fires	pollution		
	enough basic			
O	are from the use	eful effects of flood th	nat makes the number	rof
	increases in the nex			
	Bringing new	seeds Lakes and	d rivers dry up	
	Plants increa	ses		
5 The	number of goats at	the end of the sixth y	ear will be:	
	10	15	5	
6 Harn	nful effects of some	causes make the nun	nber of goats	
	high	Olow	fixed	
			4	
4				
1 . 4				
A A A	and the same			
	Water State of the		00	TI.E.
- 11		The state of the s		***

- Science: Environmental change may affect living organisms.





Brochure Planning



Read & learn, then answer:

Respect for diversity

My crayfish ate the buds of the plants in the tank. I guess that, you shouldn't put true plants in the tank with a crayfish.

Point of View

is the way that someone thinks about something.

Can we replace the true plants with plastic ones?

When we take big decision or fix problem, it is important to consider the decision from multiple **POINTS OF VIEW**.

- O Parents' tips:Activity: Discuss with your child that when he/she wants to take a big decision or fix a problem, it is important to consider the decision from multiple points of view.
- Aim: Describe ways to minimize the impact of environmental changes considering the different points of view.





Tick (🗸) to help Ramy complete this brochure to solve his problem:



A problem that needs to be solved

Crayfish eats the plant buds



Cause of the problem

- Oliving organism: Crayfish
- ONon-living thing: Water

Effect of the problem

- OPlants are harmed
- OCrayfish dies

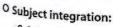
3

Solutions

- OUse plants made of plastic.
- OFeed crayfish chocolate.
- OPut more plants in the tank.

Where to get more information (Reference)

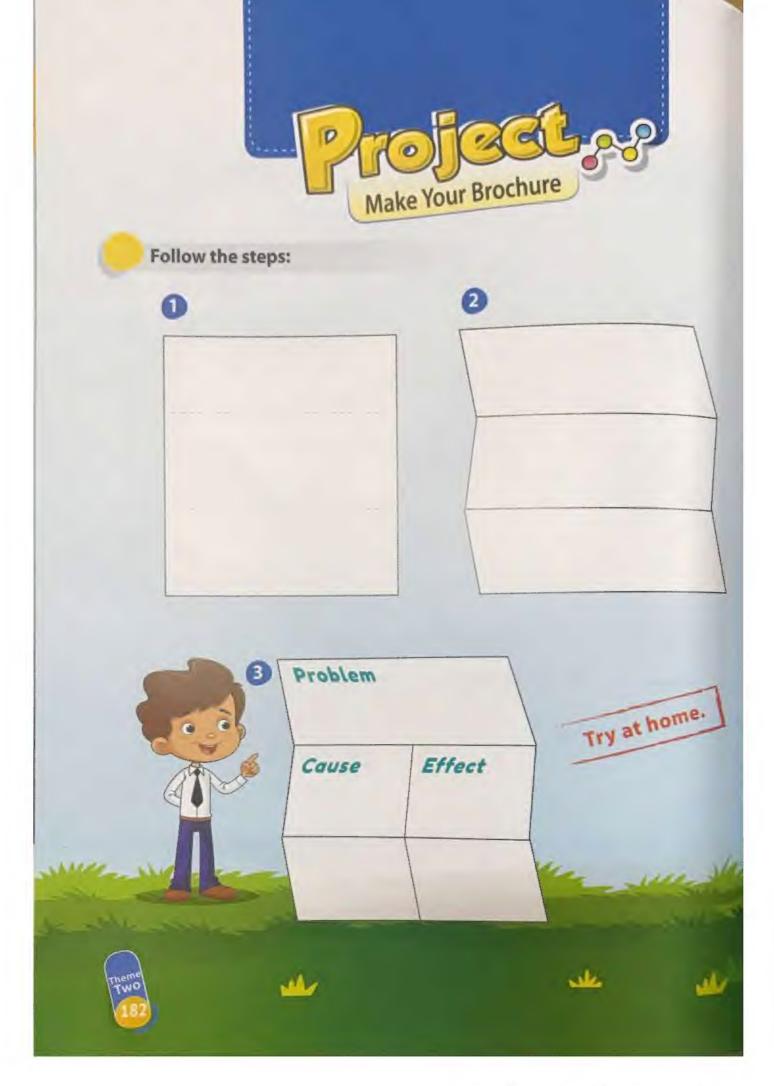
- Friends
- **O**Internet
- OBook
- OFamily members
- **Teacher**



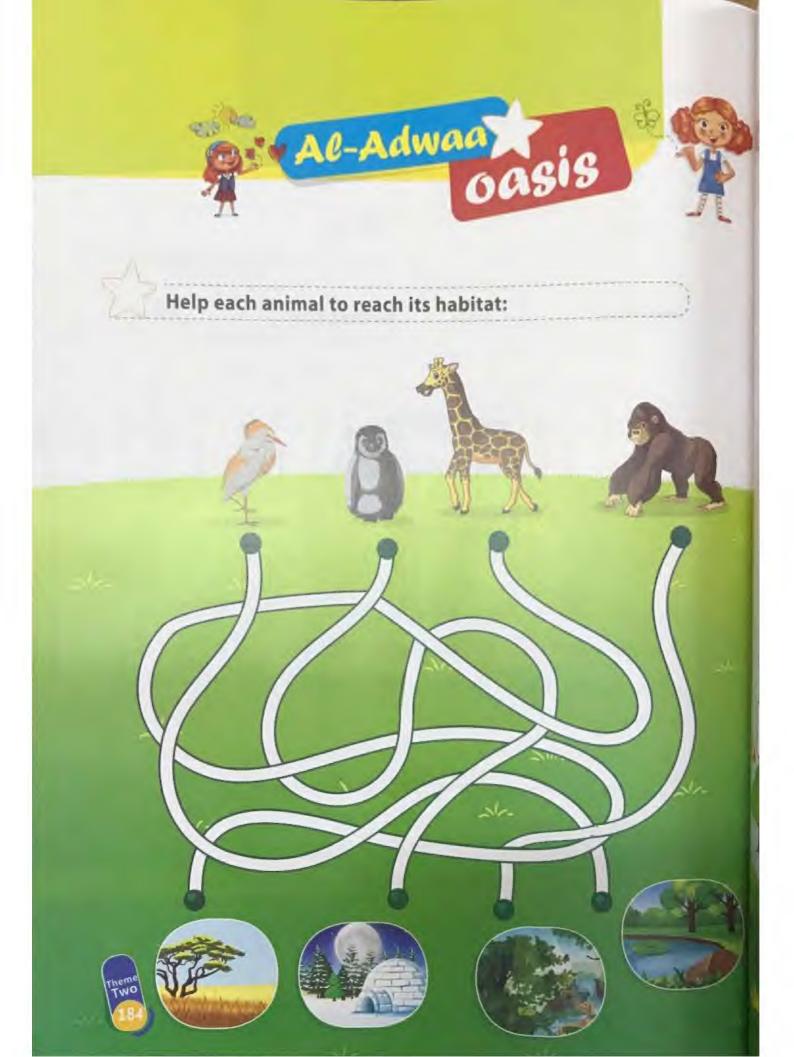
- Science: Communicate information with others in written or oral forms.



O Life skills: Critical thinking - Respect for diversity - Problem solving - Collaboration - Reading.



	problem	***************************************	
	Cause	Effect	
\	Solutions	Reference: Books Internet Teacher Frience	
	as	Self- sessment	
	(√) the learning outo pter:	omes you learned through	the
0	The basic needs of living of	organisms to survive.	
0	Compare and contrast be	tween different habitats.	
0	Locate the water bodies, la	and & habitats on the map/globe u	sing the
	cardinal directions.		
0	Living and non-living cause	s and their effect on the environment	t.
0	The benefits and harms of	the environmental changes.	
0	Collect, represent and ana	lyze data.	
	Make a brochure to show	information.	
	N/A		







"Water, Water Everywhere"



O Discover

- · Students discover ways they can conserve clean drinking water.
- Students make connections between states of water (solid, liquid, and gas) and the water cycle.
- Students explore how the water cycle impacts weather and distinguish between weather and climate.



Learn:

- · Students learn how the water cycle can impact climate.
- Students learn how weather scientists study weather data to better understand a region's climate.
- · Students analyze one region to understand how its location impacts its climate.
- · Students analyze weather data to describe climate.



Share:

 Students collaborate to create a museum display to explain a habitat's climate and model the water cycle within that habitat.

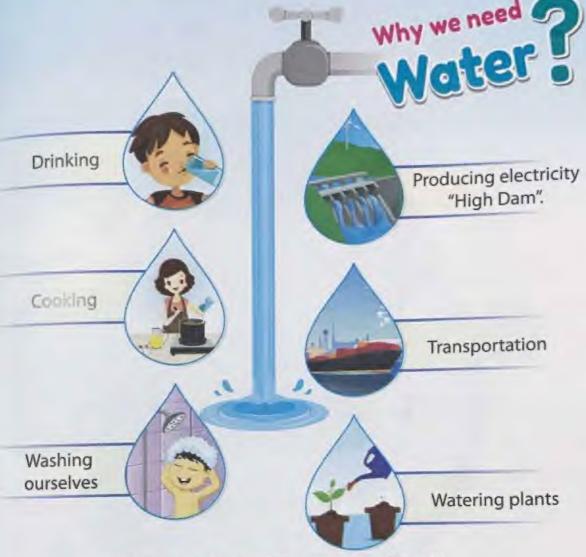
esson	Pacing Guide	Key vocabulary
1	Describe the importance of water in our lives. - Illustrate the distribution of water on Earth. - Explain how to conserve water.	- Conserve
Discove	- Identify stages of the water cycle Model the water cycle.	- Climate - Condensation - Evaporation - Groundwater - Oasis - Precipitation - Run off - Water cycle
3	- Describe the difference between weather and climate. - Construct a definition for climate. - Describe the local climate.	- Average - Meteorologist - Weather
4	- Identify water's impact on climate. - Apply multiplication and division to solve precipitation story problems. - Compare climates in Egypt using weather data.	- Water cycle
Learn	 Use a world map to locate city proximities to bodies of water. Apply map key to measure distance. Use evidence to support answer about climate. 	- Distance - Equator - Map - Poles
6	- Analyze climate data to determine city locations on a world map Make claims about a city's location in relation to bodies of water.	- Body of water
7	- Identify water issues that impact Egypt and global communities. - Explain where specific water issues are most likely to occur.	- Drought - Flood
9 8	Research a specific region's climate. - Record and organize notes from research.	- Requirement
Share a	- Collaboratively plan elements of a museum display. - Build a museum display using researched information.	- Culture - Mosaic
10	- Present museum displays Record information from students' displays.	- Museum

the sett to





Importance of Water



"We all need water to live"



Search about other uses of water in our life.

- O Parents' tips: Discuss with your child the importance of water in our daily life, then let him/her search about the other uses of water in our daily life.
 - Hint: Discuss with your child how the falling water can help produce electricity, like the Aswan High Dam.
- Aim: Describe the importance of water in our lives.
- O Subject integration: English: Read and understand texts.
 - Science: Identify the importance of water in our lives and our world.
 - Describe the benefits of drinking water.
- O Life skills: Self-management Communication Reading Non-verbal communication.







Activity 1 Write an Acrostic Poem about the water:

Adosticpoens Is a poem uses letters of a subject word to form the body of a poem.



- O Parents' tips: Activity (1): Help your child write an acrostic poem about water by using each letter in the word WATER.
- O Aim: Writing an acrostic poem about the water.
- O Subject integration:
 - English: Write a poem about the water clearly.
 - Science : Identify the importance of water in our lives and our world.
- O Life skills: Collaboration Communication Writing.



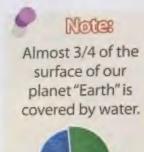


Sources of Water

"Where can we find water?"

(Activity 2 Identify some of water sources, then answer:





Answer:

- O Can we use all this water resources to drink?
 - Yes

- No
- Prom your previous learning, where else you can find water?
- O Parents' tips: Activity (2): Help your child identify the different natural sources of water, then let him/her answer the questions.
- O Aim: Identify water sources.
- O Subject integration:
 - English: Answer the questions to demonstrate understanding of the text.
 - Science: Identify the natural sources of water.
- O Life skills: Critical thinking Reading.





Water in Our World

(Activity 3 Read, then answer:

Frozen water
"Glaciers - ice caps"

Saltwater

Liquid water "Rivers - Lakes - Underground water" The small amount of liquid water is available for us to use.

Complete by using [< or >]

- The percentage of saltwater is the percentage of fresh water.
- 2 The percentage of liquid water is the percentage of frozen water.
 - O Parents' tips: Activity (3): Help your child identify that the water on the surface of our planet Earth is divided into "Saltwater" and "Freshwater", then discuss with him/her the importance of water in our daily activities, and let him/her answer the questions.
 - O Aim: Illustrate the distribution of water on Earth.
 - O Subject integration: Math: Understand the concepts of greater than and less than.
 - Science: kinds of water.
 - English: Ask and answer questions.
 - O Life skills: Critical thinking Non-verbal communication.





My Plan

"We must conserve water"

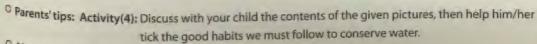




(Activity 4 Tick (/) the good habits for conserving water:

The habits

	Turn off the tap, while brushing your teeth.	0
	Use too much water while washing cars.	
	Fill the sink with water to wash dishes.	
	Keep the faucet on while brushing your teeth.	
F	Fix the leaky pipes.	0



O Aim: Describe how to conserve water.



O Subject integration:

[·] English: Read and comprehend an informational text.

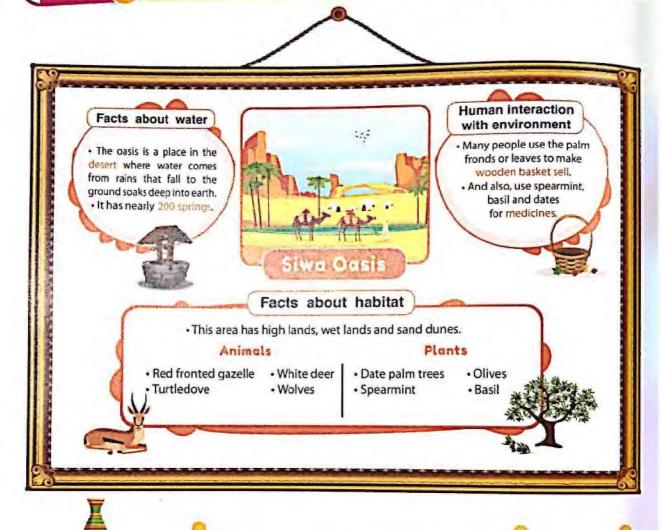
⁻Science: Identify practice of conserving water.

O Life skills: Self-management.



Ramy and Sally Visit the Museum

Activity 1 Read and learn some facts about Siwa Oasis, then answer:



- O Parents' tips: Activity (1): Help your child identify facts about the sources of water and the habitat and how human interacts in Siwa Oasis, then assist him/her answer the the questions.
- O Aim: Identify the important facts about Siwa oasis.

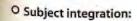




Complete using the given words:

springs - desert - Spearmint - sand dunes - basket underground water - wolves - olives

- 2 Siwa Oasis has 200
- Siwa Oasis is a place in the
- People in Siwa use palm leaves to make
- 6is used for medicines.



- English: Read and understand texts.
- Science: Describe how the water cycle affects the environment.
- O Life skills: Communication Reading.





The Water Cycle in Nature

Activity 2 Read and learn the "Path of Water Cycle":



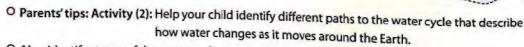
Condensation

A process that happens when the air cools down and water vapor condenses back into water droplets. These droplets collect together to form clouds



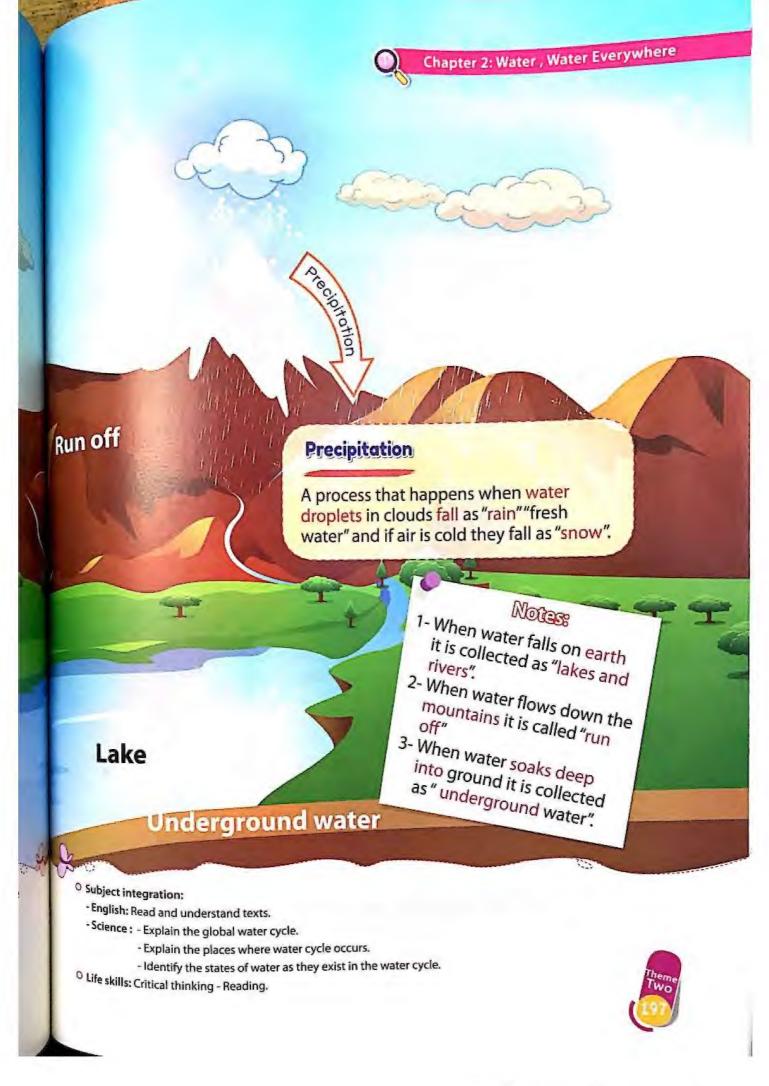
Evaporation

A process that happens when the sun heats the surface of water bodies (seas & oceans), some of the water changes to vapor mixing with air and rise up.



O Aim: Identify stages of the water cycle.





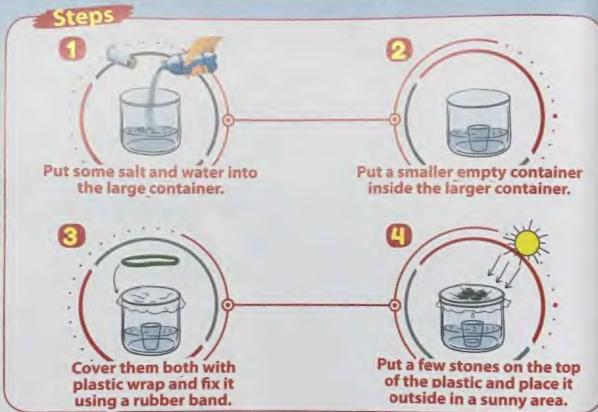


Water Cycle Model



Experiment Time Let's do an experiment, to build water cycle model.







Small drops of water are formed on the plastic wrap that fall in the small container over time.

O Parents' tips: Assist your child to read the experiment steps of the water cycle model, then let him/ her tick (/) the correct answer of the following questions.

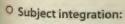
Hint: You can help your child build the water cycle model at home.

O Aim: Model the water cycle.





Tick (🗸):												
is the so	ource of heat that causes	"evaporation" of water.										
Heater	0	05										
2 conve	converts water into vapor (gas) and rises up.											
Cooling		ono correct answer										
3 is the	process which turns wa	ater to vapor.										
	Condensation	On delibertion										
(1) Thea	cts as condensing surfa	ce.										
	O plastic wrap	0 1										
6 The water condenses of	due to	********										
heating	cooling	ono correct answer										
6	is the process which tur	ns vapor to water.										
	Condensation											
7 The falling back of wat	er from the plastic surfa	ace to the small										
container is called												
evaporation	Condensation	Oprecipitation										
1 The water in the small	container is	water.										
Salty	fresh	O no correct answer										



inet.

ne top ace it area

拉明

- English: Ask and answer questions about the experiment.

- Science: • Identify the states of water as they exist in the water cycle.

• Explain the processes included in water cycle.

O Life skills: Critical thinking - Collaboration - Reading.





Water Cycle Affects the Weather

(Activity 1

Complete the Water Cycle using the given words:

Precipitation - Condensation - Evaporation

Process happens n the water vapor cool ing "Cloudy" weather

Process happens when the water is falling from the sky causing the "Rainy" weather.

Process happens when heat of the sun turns water to vapor causing "Humid" weather.

Tick (√):

process causes rainy weather.

□ Evaporation

□ Condensation

☐ Precipitation

- O Parents' tips: Activity(1): Help your child read the texts and complete the water cycle using the given words, then discuss with him/her how the water cycle affects the weather.
- O Aim: Identify water cycle impacts on the weather.
- O Subject integration:
 - English: Read and understand texts.
 - Science: Describe the effects of water cycle on the regional weather.
 - · Explain the global water cycle.
- O Life skills: Critical thinking Communication.





Describing Weather





Read and learn:

To describe the weather we need to measure the ...

1 Wind Speed

- Is how fast is the air moving.
- · Anemometer is a tool used to measure the wind speed.



3 Temperature

- Describes how weather is cold or hot.
- · Thermometer is a tool used to measure temperature.



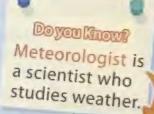
"Thermometer"

2 Precipitation

- Is the water falling from the sky "rain" due to condensation.



Search which tool is used to measure precipitation?

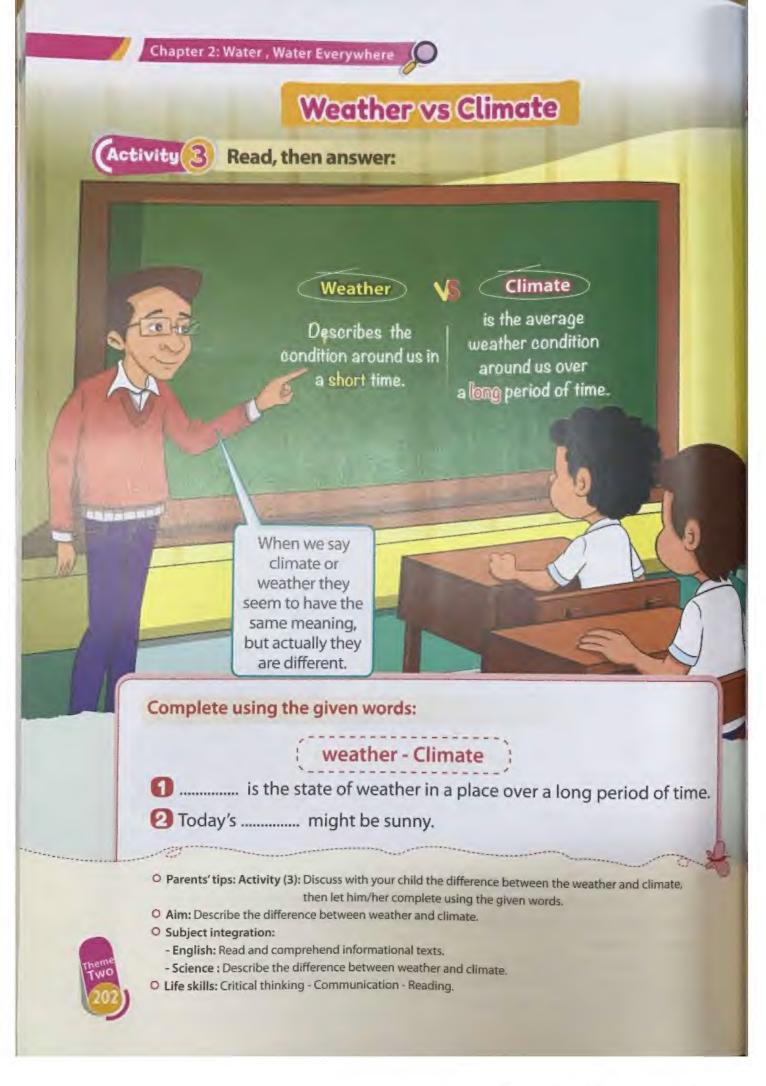




- O Parents' tips: Activity (2): Help your child remember the meaning of weather and discuss with him/her the factors used to describe the weather as wind speed, temperature and precipitation.
- O Alm: Identify the factors we use for describing weather.
- O Subject integration:
 - English: Read and understand texts.
 - Science: Describe the weather by measuring wind speed, temperature and the kind of precipitation.
- O Life skills: Communication Self-management Reading.

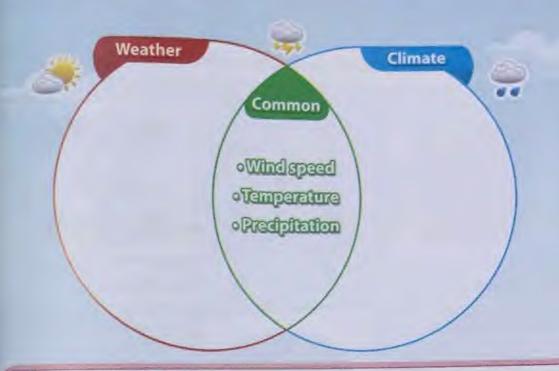








Compare between "Weather" and "Climate" using (Activity(4) the Venn diagram:



₩ We often describe climate using average which is the approximate middle common temperature.

E3				Cafi	70			Try to know	
	Days	Sec	Sun	Men	Tues	Wed	There	निर्म	Try to know the average minimum temp.
~ 1	Max(e)	21	23	24	25	26	22	15	101
71	Min(°e)	14	14	13	12	13	16	13	

To know the average "Maximum" temperature (°C) of the week.

Arrange the maximum temperatures on a number line ascendingly.



- O Parents' tips: Activity(4): Help your child compare between the weather and climate using Venn diagram, then assist him/her understand the meaning of the average that we often use for describing climate.
- O Aim: Describe the difference between weather and climate.
- O Subject integration: Science: Describe the difference between weather and climate.
 - Math: Use strategies to solve multiplication and division problems.
- O Life skills: Critical thinking Communication Writing Non-verbal communication.





My Local Climate

(Activity 5 Complete using the given words:

sunny - rainy - cloudy - windy - snowy



The climate is



The climate is



The climate is



The climate is



The climate is

- O Parents' tips: Activity (5): Help your child describe the climate in each picture using the given words.
- O Aim: Describe the difference between weather and climate.
- O Subject integration:
 - Science: Describe the different conditions of climate.
 - English: Answer questions about the logical connection.
- O Life skills: Critical thinking Communication.





A Trip Through Climate Zones

Activity 1 Read and learn about the climate zones, then answer:

On Earth, the climate differs from one region to another, and they are classified into Climate Zones.

Each zone has a general weather pattern. Which are?



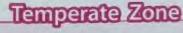
Polar Zone

- Climate is snowy, extremely cold all year and very dry.
- Precipitation (snow).



Tropfeel Zone

- Climate is hot and humid "sticky" all year.
- Precipitation:
 Moderate to heavy.



- Climate is pretty warm.
- Weather changes with seasons. (Winter - Spring - Summer - Autumn).
- Precipitation : Moderate all year.

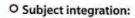


- O Parents' tips: Activity (1): Help your child identify each zone, distinguish between the polar, tropical and temperate zones and describe how the water cycle impacts on the climate, then let him/her answer the following questions.
- O Aim: Identify water's impact on climate.





From your reading, tick (✓):												
Climates can be grouped into categories called												
Climate zones average												
2 In zone, the climate is pretty warm.												
Opolar	temperate	○ tropical										
Tropical zone, is located the equator.												
near	ofar away from											
Inzone, the climate is snowy and cold.												
Opolar	○ temperate	○ tropical										
[5] Inzone, the precipitation is snow.												
Opolar	O temperate	○ tropical										
3 In zor	ne, there is a heavy rain.											
Opolar	temperate	○ tropical										
7 In zon	ne, the climate is very he	ot.										
O polar	temperate	○ tropical										
1 In which climate zone	is Egypt located?											
OPolar	○ Temperate	Tropical										



- English: Read and comprehend informational texts.
- Science: Describe the climate in different zones.
 - Describe the effect of the water cycle on the regional climates.
- O Life skills: Critical thinking Communication Reading.





Precipitation Math

Use multiplication strategies to solve precipitation problems.

The meteorologist expects that there will be rain for 6 days in a row. If it rains 12 mm each day.

How much rain should we expect?



The meteorologist says it will rain all day. It will rain 7 mm an hour for the next 6 hours.



The climate scientist recorded that for 10 months of the year, it rained 4 mm each month, the other two months no rain fell.

How much rain should we expect?



- O Parents' tips: Activity (2): Assist your child solve precipitation story problems by using strategies of multiplication and division.
- O Aim: Apply the multiplication to solve precipitation story problems.
- O Subject integration:
 - English: Read and understand texts.
 - Math: Apply multiplication strategies to solve precipitation problems.
- O Life skills: Critical thinking.





Comparing Egypt's Climates





- O Parents' tips: Activity (1): Help your child read the text to identify different ways to communicate information about climate.
- O Aim: Compare climates in Egypt using weather data tables.





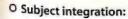




Does the table support the descriptions Ramy gave?

Yes

No



- English: Read and comprehend informational texts.
- Science: Describe the climate of your local community by using weather data.
- O Life skills: Communication Reading.

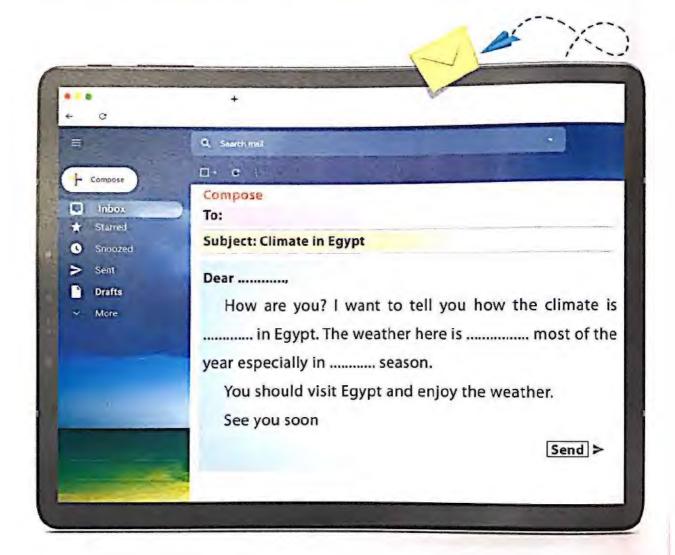




Describing Climates in Egypt

(Activity 1

Send an e-mail to your friend describing the climate of Egypt and the recommended season for his visit:



- Parents' tips: Activity(1): Help your child write an e-mail to his/her friend tell him/her what the climate in Egypt is like and the best season for visiting.
- O Aim: Describe the climate by using weather data tables,
- O Subject integration:
 - English: Write opinion pieces, supporting a point of view with reasons.
 - Science: Describe climates in Egypt.
- O Life skills: Communication.





A Factor that Affects Climate



etel

isit:

te is

fthe

I'm very excited, now I learn what's the reason of difference between Alexandria and Luxor's weather.

Alexandria

Distance from water

Mediterranean Sea

Alexandria

The weather is Humid and Rainy. Because its location is near to the large body of water. "Mediterranean Sea"

Red Sea Hurghada

Luxor The weather is Hot and Dry Because, its location is away from the large body of water.

Guess, then write your expected weather for Hurghada and why?

Hurghada

The weather

Because its location

large body of water.



Note

The closer an area is to a large body of water, the more precipitation it will receive.

- O Parents' tips: Discuss with your child how the location of a city can impact its climate, then help him/her find the reason of the difference between Alex. and Luxor's weather and let him/her guess the weather of Hurghada.
- O Aim: Use a map to locate a city proximity to the bodies of water.
- O Subject integration:
 - English: Read and comprehend informational texts.
- Science: Describe the impact of bodies of water on regional climates.
- Social studies: Apply tools and features to help read and interpret maps and globes.
- O Life skills: Critical thinking Making decision Reading.





Africa

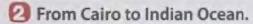
(Activity 2) Look at the map, use the map scale, then answer.

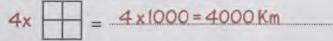


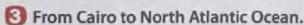
Determine the distance between Cairo to each box	dv of wa	ter.
--	----------	------

60	From	Cairo to	Mediterranean	Sea.
The same of	110111	Callord	MENICEHAILEAN	- Car



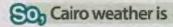


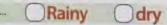


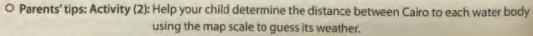












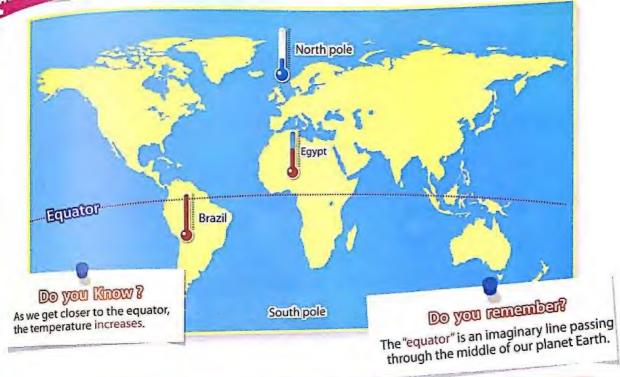
- O Aim: Apply map key to measure distances.
- O Subject integration:- Social studies: Apply tools and features such as legend and simple grid system to help measuring the distances.
 - Science: Describe the impact of bodies of water on regional climates.
 - Math: Use strategies to solve multiplication problems.
- O Life skills: Critical thinking Making decision.





Distance from Equator

Activity 3 Look at the map, then answer:



Tick (✓):	
The climate in the north and south po	les (polar area) is
The climate in Egypt is	warm
The climate in Brazil is	hot
The area's location affects its climate Yes	○ No
and the second s	

- O Parents' tips: Activity(3): Discuss with your child how the location of a city in relation to the equator line can impact its temperature, then tick the correct answer.
- O Aim: Use evidence to support answers about climate.
- O Subject integration:
 - Science: Describe how the location in relation to the equator line can impact the weather.
- O Life skills: Critical thinking Making decision Reading.





Climate Data

(Activity 1

Look at the temperatures of each city, then write the number of each on the map.



Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Max.	-2	-2	0	3	8	12	15	14	10	5	1	-1
Min.	-6	-6	-5	-2	2	6	9	7	4	1	-3	-2
City2:						-	100	-				
	Acres 1	Eak	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Month	Jan	Feb	TAICH	A special	1							
Month Max.	Jan 31	32	32	32	32	32	32	32	32	32	32	31

Tick (√):

- Which climate factor did you use in the above activity?
 - ODistance from the equator. ODistance from the body of water.
 - O Parents' tips: Activity (1): Help your child look at the temperature table for each city, then let him/her guess its location on a world map.
 - O Aim: Analyze climate data to determine a city's location on a world map.
 - O Subject integration:
 - Science: Describe how the location in relation to the equator line can impact the climate.
 - Social studies: Apply tools and features (such as cardinal directions, legend, simple grid system) to help read and interpret maps and globes
 - O Life skills: Critical thinking Making decision.





(Activity 2)

Look at the precipitation table for each city, then write the number of each on the map.



City1:	1	100			100	PRECIPI	TATION					
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
mm	10	4	2	6	19	30	35	42	44	18	7	10
City2:						PRECE	MOITET		3			
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
mm	268	204	238	275	276	221	174	198	249	341	390	320

Tick (√):

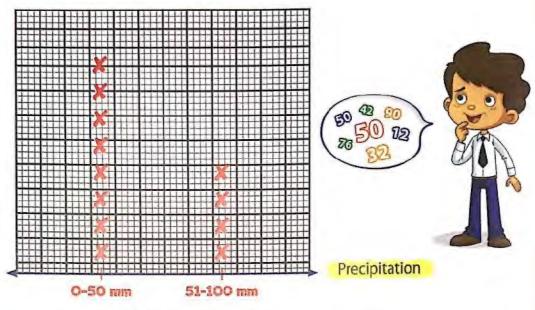
- Which climate factor did you use in the above activity?
 - Olistance from the equator. Olistance from the body of water.
- O Parents' tips: Activity(2): Help your child look at the precipitation table for each city, then let him/her guess its location on a world map.
- O Aim: Analyze climate data to determine a city's location on a world map.
- O Subject integration:
 - *Science: Describe the impact of bodies of water on regional climates.
 - Social studies: Apply tools and features to help read and interpret maps and globes.
- O Life skills: Critical thinking Making decision.





Precipitation

Activity 3 Look at the line plot, that represents the climate of a city, then answer.



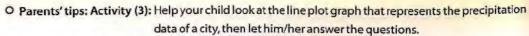
X = One month

Answ	ver:
------	------

- Mow many months had a precipitation > 50 mm?
- Mow many months had a precipitation < 50 mm?</p>
- What do you think, this city is located the large body of water.

near

far away



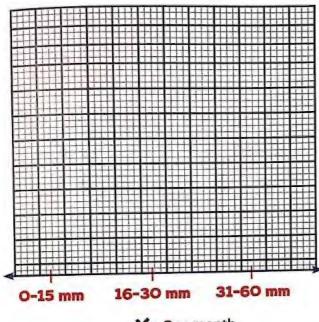
- O Aim: Analyze climate data of a city.
- O Subject integration: Math: Visualizing precipitation data of a city.
 - Science: Describe the impact of bodies of water on regional climates.
- O Life skills: Making decision Non-verbal communication.





Represent the precipitation data table of Alexandria city by using a line plot.

1					PRECIP	ITATION					_	1-
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
mm	55	30	15	4	1	0	0	0	1	9	30	55





Precipitation

X = One month

Complete:

- O Parents' tips: Activity (4): Help your child represent the precipitation data table of Alexandria city using a line plot, then let him/her answer the question.
- O Aim: Create line plots using the data charts.
- O Subject integration:
 - Math: Visualizing precipitation data of a city.
- O Life skills: Making decision- Critical thinking Non-verbal communication.

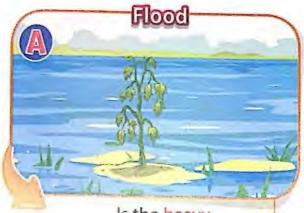




Water Issues

"How would you think climate can impact living organisms?"

Activity 1 Look at the pictures, then answer the questions below:



Is the heavy precipitation in a short period of time.



Is the lack of precipitation in a long period of time.

Tick (√):	
1 Do you think plant (A) will	survive?
○ Yes	○ No
2 Do you think plant (B) will	survive?
○ Yes	○ No
3is the heavy amou	int of rain in a short period of time.
Flood	○ Drought
(1) is the extreme lack	k of rain in a long period of time.
☐ Flood	○ Drought

O Parents' tips: Activity (1): Help your child identify the water issues and know the difference between the flood and drought, then discuss with him/her how climate can impact living organisms.

- O Aim: Identify the water issues that impact Egypt and global communities.
- O Subject integration: English: Ask and answer the questions to demonstrate understanding of the texts.
 Science: Distinguish between various natural water issues that impact local and global communities such as flooding and drought.
- O Life skills: Critical thinking Communication Reading.





Floods and Droughts

Look at the pictures, then answer the questions below:







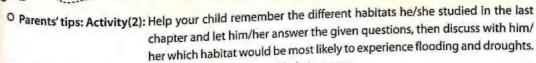


4.0	P	mp	OF	00
4	4 (1)	EFFE		=0

- 2 The weather in habitat is rainy and warm.
- 3 habitat is located near the south poles.
- ______ found where land meets fresh water or saltwater.
- In habitat ice covers large areas.

B) Tick (√):

- 1 A flood is most likely to occur inhabitat.
 - grassland
- rainforest
- wetland
- A drought is most likely to occur in habitat.
 - grassland
- Opolar
- rainforest



O Aim: Explain where specific water issues are most likely to occur.

O Subject integration: - English: Ask and answer questions to demonstrate understanding of the texts.
- Science: Distinguish between various natural water issues that impact local and global communities.

O Life skills: Critical thinking - Communication.





Researching a Water Issue

(Activity 3) Read, then answer:

The heavy precipitation (rain)



Human

It causes contamination of drinking water sources.



Plants and animals

It causes the death of plants and animals due to destroying their habitats.

Environment

It causes rivers to over flow.



Complete:

- 3 Flood causes rivers to
- 4 Flood can cause the of plants.
 - Parents' tips: Activity (3): Help your child read the text to identify the causes of flooding and how flood
 can impact on human, environment, plants and animals, then complete.
 - Aim: Identify the water issues that impact Egypt and global communities.
 - Subject integration: English: Ask and answer questions to demonstrate understanding of the texts.
 Science: Distinguish between various natural water issues that impact local and global communities such as flood.
 - O Life skills: Critical thinking Communication Reading.





(Activity (4) Read, then answer:

The extreme lack of precipitation (rain) causes



Human

It causes contamination of drinking water sources.



Plants and animal

It causes the death of plants and animals due to destroying their habitats.

Environment

It causes rivers and lakes to dry up.



Complete:

- 1 The lack of rain causes
- Orought can cause sources of drinking water.

"Are flood and drought similar?"

- Parents' tips: Activity(4): Help your child read the text to identify the causes of drought and how drought can impact on human, environment, plants and animals, then complete.
- O Aim: Identify the water issues that impact Egypt and global communities.
- O Subject integration: English: Ask and answer the questions to demonstrate understanding of the texts.
 - Science: Distinguish between various natural water issues that impact local and global communities such as flooding and drought.
- O Life skills: Critical thinking Communication Reading.



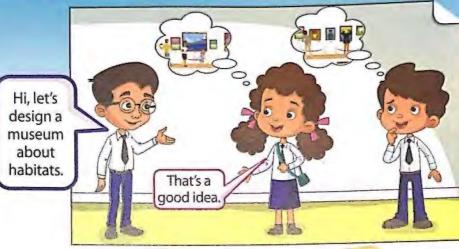


Museum Display Requirements

Activity 1 Complete your design tasks.

Requirement, is something that we need to make a design.

Do you



My Teamwork

- Who is responsible for writing overview of the habitat's climate?
- 1 Name:
- Who is responsible for drawing a diagram of how water cycle impacts climate?
- 2) Name:
- Who is responsible for collecting data about plants and animals that live in the habitat?
- 3 Name:
- Who is responsible for showing location of a habitat on a world map?
- 4) Name:
- Who is responsible for writing factors that impact climate?
- 5 Name:
 - O Parents' tips: Activity (1): Help your child know the benefits of the cooperative work by letting him/ her build a team to design a museum, then assign a task to each member.
 - O Aim: Collaborate to plan a museum display for a habitat.
 - O Subject integration:
 - English: Participate with peers to create a museum.
 - Science: Determine the habitat climate, location and impacting factors.
 - O Life skills: Collaboration Productivity Reading.





My Research Notes

(activity 2) Search to create a museum for a habitat:

Habitat is		
polar rainford	est wetland	grassland
Habitat exists		
near the equator away from the equator	near the body away from the	of water body of water



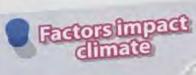
Climate Zone

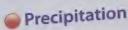


- In which climate zone the habitat is located?
- Polar Zone.
- Temperate Zone.
- Tropical Zone.









heavy moderate

lack





Drawa diagram of water cycle





- O Parents' tips: Activity(2): Help your child use the library or the internet to search for a specific habitat, then let him/her complete the boxes.
- Aim: Record notes from a research of a specific region's climate.
- Subject integration:
 - English: Write informative texts to examine a topic and convey ideas and information clearly.
 - Science: Determine the climate zones and impacting factors.
- Life skills: Self-management Communication.





Make a museum display about your habitat.

14	My habitat is	
	opolar rainforest	wetland desert
	My habitat exists	
	near the equator	near the body of water
	away from the equator	away from the body of water
	My assigned/selected region:	
(Facts about the climate:	Connection between climate and water cycle:
		Draw the diagram of water cycle
	Factors that impact climate:	Plants and animals:
	cimacci	
	·······	
Maria		Stick picture for plants and animals
		for plants and
4_5 \\b		
rheme		The state of
Theme		<u>u</u>





Tick (/) the learning outcomes you have learned through the chapter:

- The importance of water in our lives.
- How to conserve water.

f water

cycles

cycle

- The stages of water cycle.
- Describe the difference between climate and weather.
- How water cycle impacts on weather.
- Identify climate zones.
- Compare climates in Egypt using weather data.
- Analyze climate data to determine city location on a world map.





What's the weather like? Read and number the pictures: To Windy 2 Sunny & Thunderstorm 4 Snowy 5. Freezing 6 Gloudy 76 Mas & Tornado 26 Reflay 10. @11 116 Stormy معلد



"How Can I Help?"



Chapter Over



- · Students discover the impact flooding can have on a community.
- Students describe people in the community who help make a difference and contribute toward bettering the community.
- · Students discover ways they can be involved in local government.



_earn:

- · Students learn how the past has impacted the local community.
- Students describe how jobs can contribute to the local community and protect the community's environment.
- Students explore the role technology can play in local jobs and how technology can impact the environment.



 Students apply the engineering design process to create an effective flood barrier to minimize flooding damage.

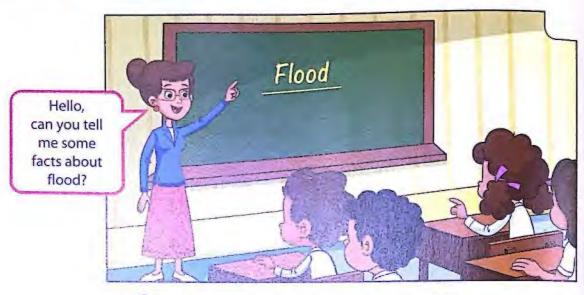
05 600	Pacing Guide Instructional Focus	Key vocabulary
1	- Describe (immediate) impacts of flooding on a local community. - Discover ways communities work to prevent flooding.	- Flood - Impact
Discover	 Identify ways to positively impact the local community through volunteering. Identify national government structure. Explore the practice of voting. 	- Volunteer
3	 Describe themselves as leaders. Collaborate to discuss flood prevention methods. Describe how jobs positively contribute to the community. 	- Leader - Vote
4	- Analyze traits of popular leaders and describe characteristics of good leaders. - Research how past people and events have impacted the local community. - Act out an interview between a reporter and a historical leader.	- Community - Leadership - Traits
Legun	- Communicate environmental needs of the local community Explain how people can help protect the environment.	- Irrigate
7 6	- Describe how technology has contributed to environmental protection.	- Advantage - Disadvantage
7	- Use coding to create a drone scanning map of a flooded area in Alexandria.	- Algorithm - Code - Society
are so	- Apply learnings to plan effective flood barriers Analyze material choices Apply the engineering design process to collaborate to solve a problem.	- Requirement
8% Share	- Collaborate to create effective flood barriers. - Test performance of flood barriers.	- Improve - Test
10	 Redesign flood barriers based on test performance. Explain choices made in redesign. Communicate learning to the community. 	- Redesign



What Do You Think We will Study?



Activity 1 Read, then tick (🗸):





It damages the habitats of some animals.



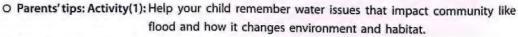
It occurs due to heavy amount of rain



It occurs when an area is covered by water.



It occurs due to lake of rain.



- O Aim: Describe the impacts of flooding on the local community.
- O Subject integration: Science: Identify natural water issues that impact communities as "flood". - English: Read and understand the texts.
- O Life skills: Critical thinking Reading.



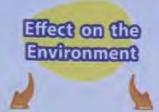


Identifying Impacts

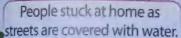


Read and learn the "Negative impacts of floods on the environment & community":











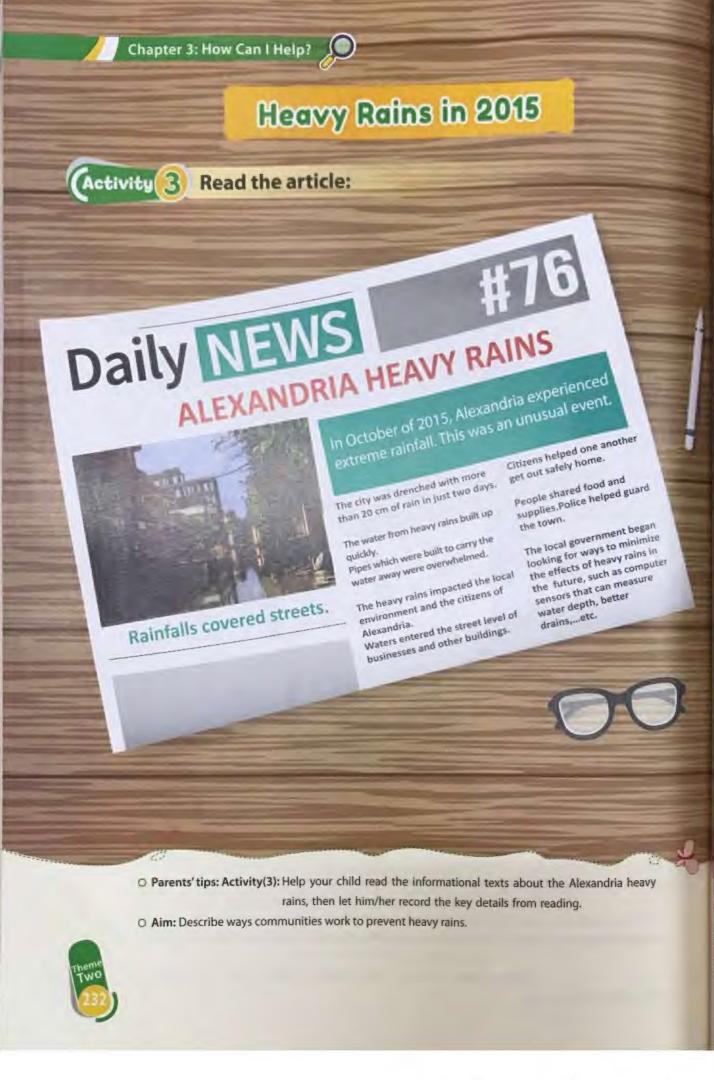


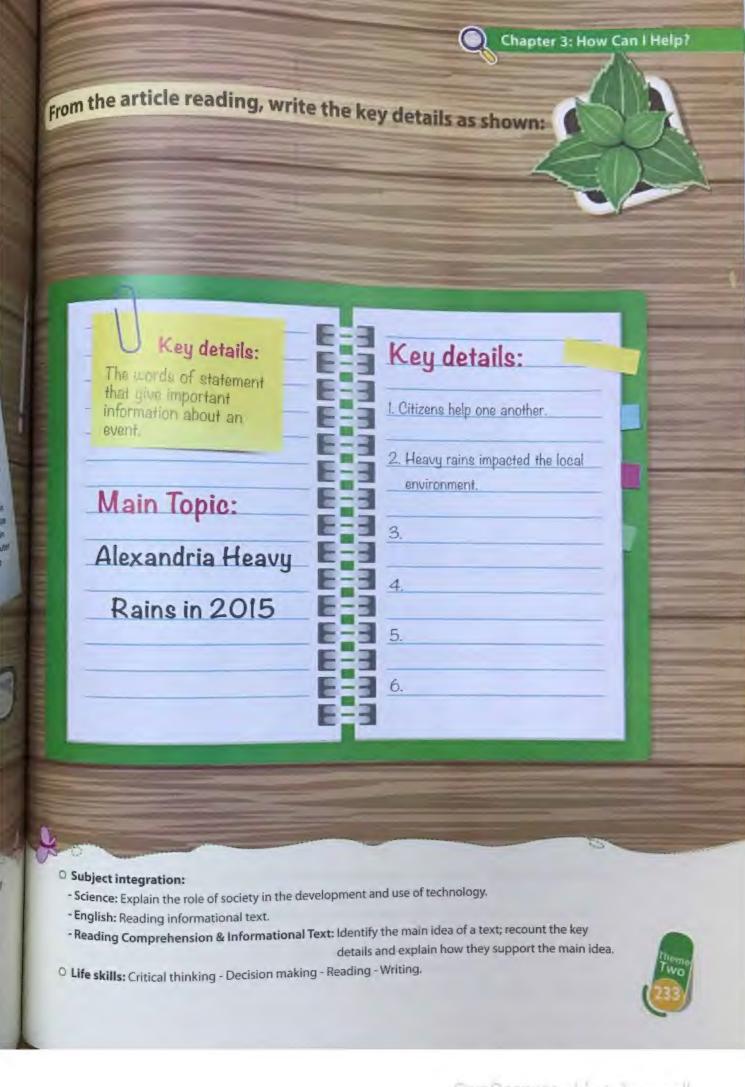




- O Parents' tips: Activity(2): Help your child look at the pictures to identify the negative impacts of floods on the community "people" and the environment.
- O Aim: Describe the impacts of flooding on the local community.
- Subject integration: Science: Distinguish between different natural water issues that impact communities as "flood".
 - English: Reading captions under pictures to get information.
- O Life skills: Communication.





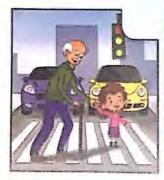




Vocabulary

Vocabulary word "Volunteer"

(Activity 1 Look at the pictures, then tick (🗸):



She helps old people.



He puts the trash outside the house.



He plants trees in the street.



She organizes the books in the library.

Tick ():

- Sally and Ramy are helpful to their community.
- They are not paid for what they do.

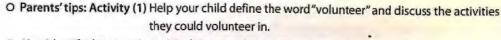


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Definition

Volunteer: is the one that helps others in different activities without being paid.



- O Aim: Identify the ways to positively impact the community through volunteering.
- Subject integration: Social studies: Describe the actions of people who made positive differences in their communities.
 - English: Write complete sentences.
- O Life skills: Collaboration Self-management.





Being A Good Citizen

(Activity 2) Tick () the good citizen actions:



Collect donates for people in need.



Disrespect each other.



Clean their streets.



ksin

Throwing trash.



Plant trees in the streets.



Help old people.



Cheating



Loyal



Interact with the teacher at school.

- O Parents' tips: Activity (2): Discuss with your child about the good actions must be followed to be positive volunteer and a good citizen, then let him/her choose.
- Aim: Identify the ways to positively impact the community through volunteering.
- O Subject integration:
 - Social studies: Describe the actions of people who made positive differences in their communities.
- Vocational Fields: Identify and demonstrate good interpersonal skills at school and home including in different vocational activities.
- O Life skills: Collaboration Self-management.



Dear

I Can Volunteer

Activity 3 Read Ramy's letter to his parents:

Dear Mum and Dad,

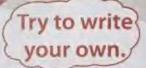
Date: / /

lam interested in an opportunity to volunteer. I want to help my community to be a better place. I can do many activities.

> Your Son Ramy

Your

Date: / /



- O Parents' tips: Activity(3): Help your child read Ramy's letter to his parents and assist him/her write a letter about an opportunity to volunteer in his community to develop it.
- O Aim: Identify the ways to positively impact the community through volunteering.
- O Subject integration: Social studies: Describe the actions of people who made positive differences in their communities.
 - English: Writing complete sentences.
- O Life skills: Collaboration Self-management Writing.



Our Community Structure



Read and learn about volunteering employees in our community:



In our community, there are employees like the "Doctors & Nurses" who belong to the Ministry of Health, act as volunteers through their official jobs, by treating and caring about the people's health. Specially the needy ones.



Search about other volunteers in the Ministry of Education and the Ministry of Environment.

- O Parents' tips: Activity (4): Help your child know the government structure of Egypt, and the different ministries and their responsibilities to help citizens.
- O Aim: Identify the national government structure.
- O Subject integration:
 - Social studies: Identify local government structures and leaders and their functions.
 - Vocational Fields: Identify and demonstrate good interpersonal skills at school and home including in different vocational activities.
- O Life skills:-Self-management Communication Reading.





I Can Lead



Read, then answer:



The students in the class will choose one of them:



I am brave, polite and funny.



I am a good communicator and kind but moody.



I am a good communicator, wise and help others.

Voilings

Is making a group decision



My"Ballot" I vote for



- I am caring and fair but nervous.
 - O Parents' tips: Help your child identify the meaning of voting, and discuss with him/her the traits must be found in a good class leader, then let him/her choose the person he/she think will best perform a job.
 - O Aim: Describe themselves as leaders.
 - Define and practice the term" voting".



Sally collected the data in her class:

	(Spec)		
0	B	G	0
# 1		III	# # 1
6			

Comple	ete	using	the	given	words:
--------	-----	-------	-----	-------	--------

A - C - D - B - wise - nervous - Lazy good communicator - moody - help others

- Pe/She can be the class leader because he/she is
- 1 The least one is
- The leader shouldn't be and and

Tick (✔):

True False

- 1 Leaders help people and community.
- 2 Voting is the decision of one person.
- 1 Leaders are problem solvers and good listeners.

1	
)	-
	_

O Subject integration:

- Social studies: Explain how individual citizens can get involved in local government (such as voting).

O Life skills: Collaboration - Decision-making - Respect for diversity - Reading.





Flood Prevention

Activity

Read the ways used to minimize or prevent flooding, then answer:



- Stop the excess water from entering rivers or canals to prevent water floods.
- So, the water can be slowly released, preventing severe flooding.
- Sandbags put in front of doors, so water is diverted around them.







 Flood water is diverted to canals, rivers to move the water away from the city flooded areas that may make other water bodies.

- O Parents' tips: Activity(1): Help your child read the different ways that the government and people used to minimize or prevent flooding, then let him/her answer the questions.
- O Aim: Collaborate to discuss flood prevention methods.



Look at the pictures, then complete using the given words:

Sandbags - slowly - canals - sand - dams



..... prevent severe flooding.



Floodwater is diverted to



Water passes through dams.



To prevent floodwater from reaching houses, we put



People use to prevent heavy rains.



You can search for more ways.

O Subject integration:

500

- $\hbox{-} \textbf{Science:} \ \textbf{Explain the role of society and government in development and technology to face floods' impacts.}$
- · Writing: Research a specific topic or question using a variety of resources.
- O Life skills: Collaboration- Decision-making Reading.





Jobs Can Have An Impact



Read the positive impact of civil engineer on the community, then search about more other jobs:

I am a civil engineer.

Myresponsibilities

Building cities and constructions needed in the community.

Myimpads

- Helping people cross water bodies using bridges.
- Preventing floods by building dams.

Job challenness

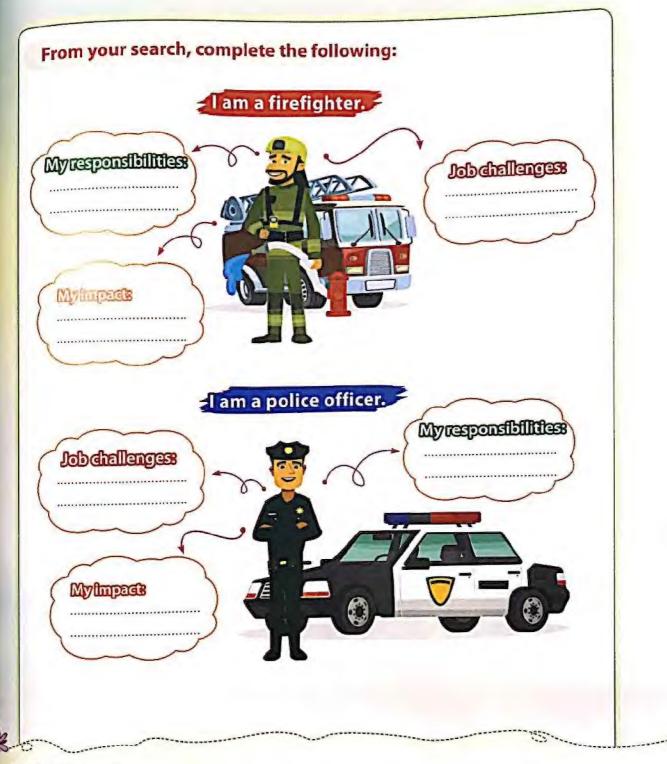
Knowing the water resources, type of soil to build above it and needs of each community.



Search about the positive impact of firefighter and police officer.

- Parents' tips: Activity (2): Help your child identify the impacts and responsibilities of civil engineer to help the community after and during floods, then let him/her search more about other jobs, then answer the questions.
- O Aim: Describe how jobs positively affect the community Reading.





- O Subject integration:
 - Vocational Fields: Collect information about how local jobs affect the community and protect and conserve the environment.
- O Life skills: Collaboration Respect for diversity.





What Makes a Good Leader?

(Activity 1

Choose the traits that should be in a good leader:

Generous - lazy - loyal - good communicator - coward - caring - angry - polite - moody - brave - mean - responsible - wise - selfish - help others - bossy - cooperative - calm.



- Parents' tips: Activity(1): Discuss with your child to know the traits that should be in good leaders, then let him/her choose from the given words.
- O Aim: Analyze traits of leaders and describe the characteristics of good leaders.
- O Subject integration: Social studies: Describe the actions of people that positively impact the communities.

- Vocational Fields: Identify and show good interpersonal skills.

O Life skills: Collaboration.





An Interview with a Leader

(Activity 2) Read about some of our Egyptian leaders in different fields:



History tells us the past, so we can be better members in the community.



Cleopatra

- An ancient queen of Egypt.
- Ruled Egypt many years.

Naguib Mahfouz

An Egyptian writer. Won Nobel Prize.



Samera Moussa

- An Egyptian nuclear physicist.
- Worked to make medicine using nuclear technology.



Dr. Magdy Yacoub

- An Egyptian professor of heart surgery.
- Head of Magdi Yacoub Global Heart Foundation in Aswan.

Umm Kulthum (Kawkab Al-Shara)

- An Egyptian singer and actress.
 - Helped the community during the war.





- Parents' tips: Activity(2): Help your child discuss some historical leaders and characters that positively affect the community, then help him/her research about other good leaders,
- O Aim: Discuss how past people and events have impacted the local community.
- O Subject integration:
 - -Social studies: Describe how an event or a person from the present and the past can develop the local community.
 - Speaking and Listening: Listen to the speaker with interest and attention until the end of the statement or story.
- O Life skills: Collaboration Communication Reading.

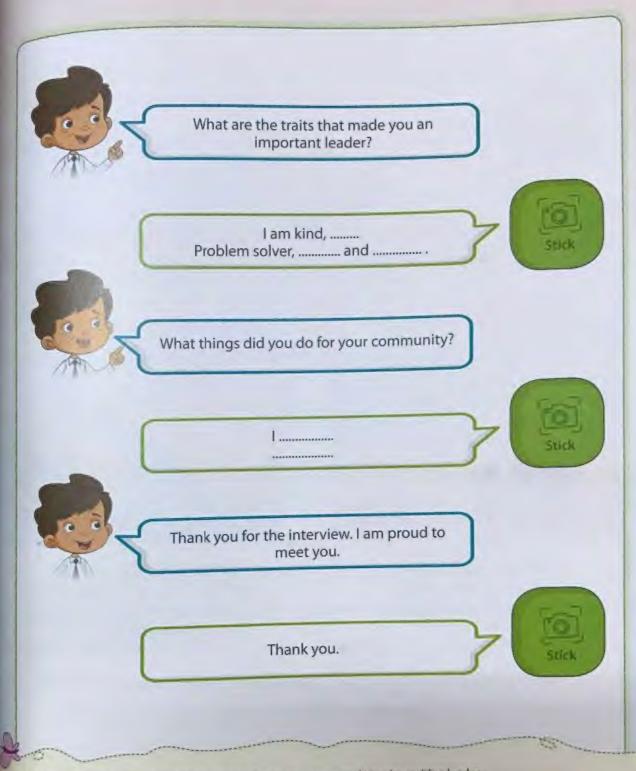




Help Ramy to make an interview with a leader: (You can choose a leader and stick his/her picture). -Today I will be interviewing - Nice to see you. (Write greeting.) - Tell us when and where you were born. I was born at, in (Write place and date.) What did you do to be famous? (Write why you are famous.)

- O Parents' tips: Help your child research a famous leader, then let him/her write an interview script.
- O Aim: Act out an interview between a reporter and a historical leader.





- O Subject integration: English: Write a dialogue to express an interview with a leader.
 - Social studies: Describe a person and an experience that affects and develops the local community.
- O Life skills: Collaboration.





A Problem at The Oasis



Do you know that the oasis supplies water to the community for drinking, irrigation, planting crops, making pottery and textile to earn money?

Yes, but how do people in the oasis get water?



(Activity 1

Read & learn how the Oasis water was collected "In the past" & "Today":



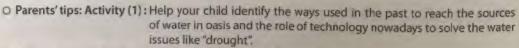
People made the "shadoof" to collect underground water.



People used the "electric water pump" to pump more fresh water than shadoof through pipes.



The oasis can dry up if there is a drought or no rain.



- O Aim: Communicate the environmental needs of a local community.
- O Subject integration:
- Science: Explain the role of society in the development and use of technology, with support.
- Social Studies: Describe how an event, person, or institution from the past contributed to developing the local community (such as heritage industries, local businesses, architecture, place or street names, and so on.
- O Life skills: Problem solving Critical thinking Reading.



The Impact of Modern Technology

Read the impact of water pump technology, then answer:





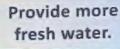
"Water pump techolog



More income is earned from selling things.









People can irrigate more crops.

Complete:

- 2 In the past they use in the oasis to get water.
- 3 Nowadays, we use to pump fresh water through pipes.
- More people prefer electric water pump, because it pump fresh water than shadoof.
- O Parents' tips:Activity (2): Help your child identify the impact of modern water pump technology on the community, then let him/her complete the sentences.
- O Aim: Communicate the environmental needs of a local community.
- O Subject integration:
 - Science: Explain the role of society in the development and use of technology, with support.
 - Social Studies: Describe how an event, person, or institution from the past contributed to developing the local community (such as heritage industries, local businesses, architecture, place or street names, and so on.
- O Life skills: Collaboration Communication Reading.





Decisions and Choices

Activity Tick (v) the helpful decisions and (x) the negative decisions:



We plant trees.



We throw the trash in the aquatic environment.



We buy new fresh water pump.



We don't irrigate plants.



We buy recycled wastes.



Decisions we take may hurt or help the environment. So, we need to be aware of our choices.

- O Parents' tips: Activity (3): Help your child tick () the good decisions that help and protect the environment and tick (X) the bad decisions that harm the environment.
- O Aim: Explain how people can help, protect or hurt the environment.





Sort the given items in the shown recycling trashes according to their types:





















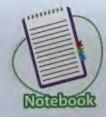




we nie **

ed to be a se







- O Parents' tips: Activity (4): Assist your child to protect his/her environment by recycling the trash according to its type.
- O Aim: Explain how people can help, protect or hurt the environment.
- O Subject integration:
 - Social studies: Identify opportunities for student participation in local or regional issues.
 - · Explain why people must make economic choices.
 - Science: Determine recycle of metal, plastic and paper to protect environment.
 - Economics and Applied sciences: Classify the types of economic decisions that individuals and families make.
- O Life skills: Decision Making Critical Thinking Accountability.





Advantages and Disadvantages

(Activity 1

Read, then answer:

Ramy, look! Our school asked us to vote for using a camera.



Wow! It is a good idea.

A camera is a useful technological tool that can help us see trash in the places that are hard to see.

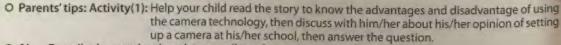


But I think it has disadvantages.

As it can capture personal things other than unseen trash.

Tick (v):

- Which opinion do you recommend in posting a camera in your school?
 - Ramy.
- Sally.



- O Aim: Describe how technology has contributed to environmental protection.
- O Subject integration:
 - English: Read and understand texts.
 - Science: Explain the advantages and disadvantage of using the camera technology.
 - Social studies: Identify opportunities for student participation in local or regional issues.
 - Information and communication technologies: Explain how digital technologies can improve and develop how we live and work.
- O Life skills: Communication Respect for diversity Reading.





Technology and Floods



Read about advantages and disadvantages of technologies we use to prevent flooding.

Advantages



X

Disadvantages

- They help in the prevention of floods.
- They help in generating electricity without causing pollution.



 They damage natural habitats of large number of plants and animals.

- They help in reducing the harmful effect of flood.
- The bags and sand are cheap and available.



They have a short life and can be easily damaged because they interact with the sun and weather factors.

- They help removing flood water from rivers to move away from city area.
- Don't affect the river ecosystem.

335

that FE



 If water levels continue to rise, canals may also flood.

Tick (1):

- 1 What is the best technology used to prevent flooding in Egypt?
 - **Dams**
- Sandbags
- Canals
- 2 Do you think the camera technology can be used to prevent or respond to flooding?
 - Yes
- No
- O Parents' tips: Activity(2): Assist your child know the advantages and disadvantages of technologies that we use to prevent or respond to flooding, then let him/her answer the questions.
- O Aim: Describe how technology has contributed to environmental protection.
- O Subject integration: English: Read and understand texts.
 - Science: Describe the advantages and disadvantages of technologies used to prevent flooding.
- O Life skills: Communication Collaboration Reading.



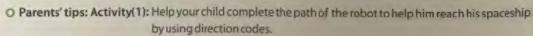


Coding

(Activity 1

Complete the path using directions to help the robot reach his spaceship:

	Gonsα ↓,3→	0€98 ,4↓,2 →,4	↓,1→	Code: is a series "algorithm" in sp machine "robot"	of steps called pecial language that can understand.
*	*-		I		
		-		,	I
-				-	+
		4			
	2			4	4
	I			1	-
			4		00000



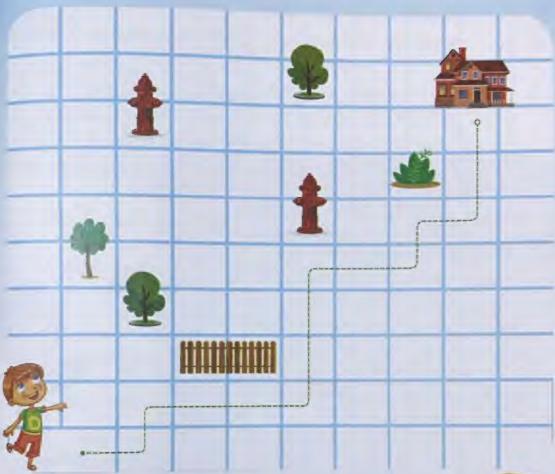
- O Aim: Learn the basic concept of using codes.
- Subject integration: English: Ask and answer questions to demonstrate understanding of a text.
 Science: Explain the role of society in the development and use of technology.
- O Life skills: Critical thinking Non-verbal communication.





(Activity 2

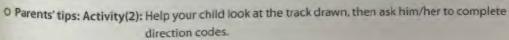
Look at the track drawn, then complete the directions code:



Directions code8

1 → ,1 ↑ ,3 →





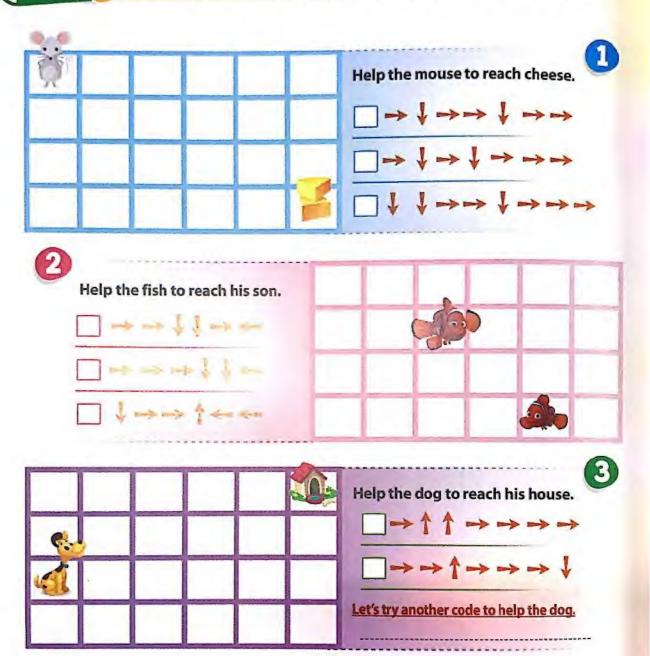
O Aim: Learn the basic concept of using codes.

O Subject integration: - English: Ask and answer questions to demonstrate understanding of a text.
- Science: Explain the role of society in the development and use of technology.

O Life skills: Critical thinking - Non-verbal communication.



(Activity 3 Look at the maze, then choose the suitable code:



- O Parents' tips: Activity(3): Help your child look at the maze, then choose the correct directions to reach the goal.
- O Aim: Describe how patterns are used in computer codes.
- O Subject integration: English: Ask and answer questions to demonstrate understanding of a text.
- O Life skills: Critical thinking Non-verbal communication.

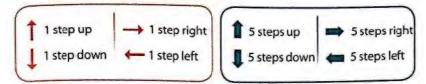


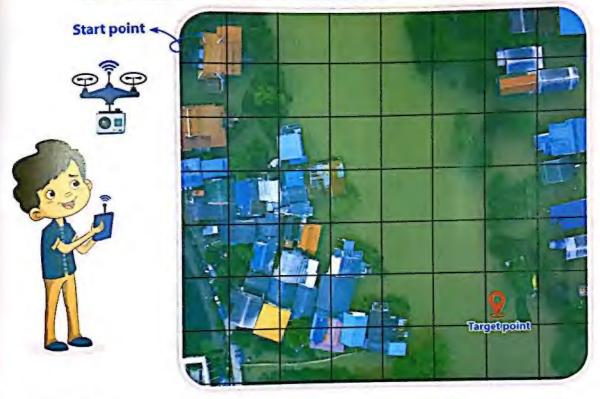
Scanning a Flood Zone

(Activity 4

ode;

Write code to instruct the camera to fly over the target area using the given directions in any order:





8दीवीक्कावारि

It is better to use fewer steps to reduce errors.

- O Parents' tips: Activity(4): Encourage your child write a code to instruct the aerial camera to scan the flooded area shown below to help us see how much damage there is.
- O Aim: Describe how technology has contributed to environmental protection.
- O Subject integration:
 - English: Ask and answer questions to demonstrate understanding of a text.
 - Science: Explain the use of aerial camera technology in scanning area that is flooded.
- O Life skills: Critical thinking Non-verbal communication.



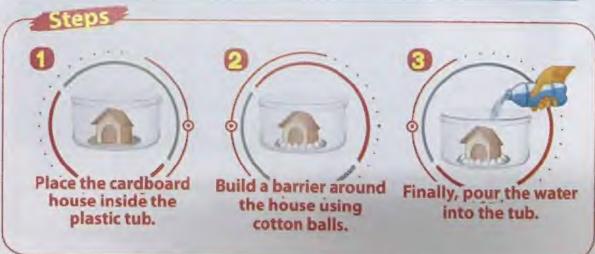


Engineering Design Process



Let's do an experiment to build a barrier to stop the water flood reaching a house.





- Parents' tips: Assist your child to read the experiment steps of building barrier to stop the water flood reaching the house by testing different materials, then let him/her decide which materials stop water the best.
- O Aim: Collaborate to create effective flood barriers.





Observation

Tick (√):

- * Are cotton balls able to prevent water from reaching the house?
 - Yes, it was a good barrier.
 - No, it needs to be improved.

"Improve", is to develop or produce something to be better.



"Draw a blue print for your flood barrier"



Conclusion

By testing other materials, which one stop water best?

- Sand
- Foil paper
- Clay
- Cork



- O Subject integration: English: Ask and answer questions to demonstrate understanding of a text.
 - Science: Analyze the suitability of various materials for an intended purpose.
 - · Explain the importance of engineering design process.
- O Life skills: Collaboration Self-management.





* Using "Engineering design process" build another flood barrier to save **Idea** Make a barrier to prevent flood Tick (V The barrier is perfect. The barrier needs to be improved by using other materials. Buffd علد

	Dear,
	51/
	Self- assessment
	Tick (✓) the learning outcomes you have learned through
	the chapter:
	Describe impacts of flooding on a local community.
	Identify ways that impact the local community through volunteering.
	Identify flood prevention methods.Explain how people can protect the environment.
	Identify advantages and disadvantages of technology.
	Use coding to create a drone scanning map of flooded area.
	Oreate effective flood barriers.
	Test performance of flood barrier.
	Communicate learning to community.
	The same of the sa
110	V LOUI





Guess Who?

1 2 3 4 5 6 K

8 9 10 11 12 13 Y

Using the codes above, uncode the following:

 10
 5
 3
 13
 10
 1
 6
 3
 2
 1
 9
 3

 8
 4
 8
 11
 9
 5
 3
 1
 7
 10
 5

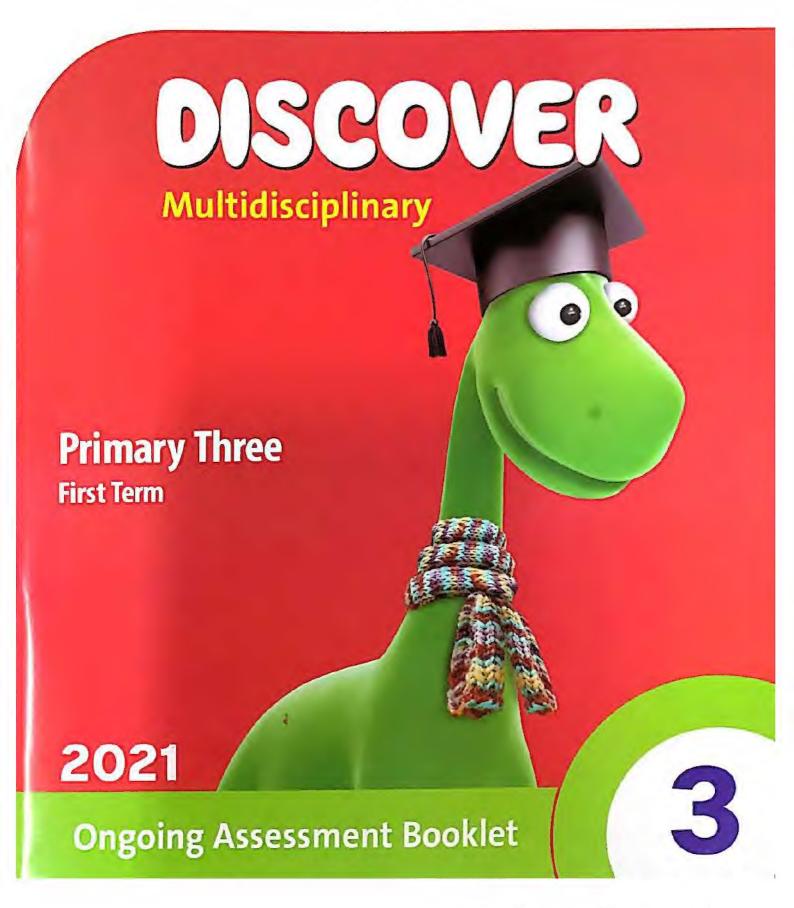
The volunteer is the

Thank you!



Help Sally to complete the figure using directions code: 0 D 3 Directions code8 $\triangle \implies 4 \implies ,2$,1 ,5 -> B → 4 → ,1 ,4 -> ⊕ ⇒ 3 ⇒ ,4 D ⇒ 3 ⇒ ,1 ,3 -> ,2 -> ,2 ,5 -> سلا





DISCOVER

Multidisciplinary
Ongoing Assessment Booklet

Primary Three
First Term

Name :

Class:

School:





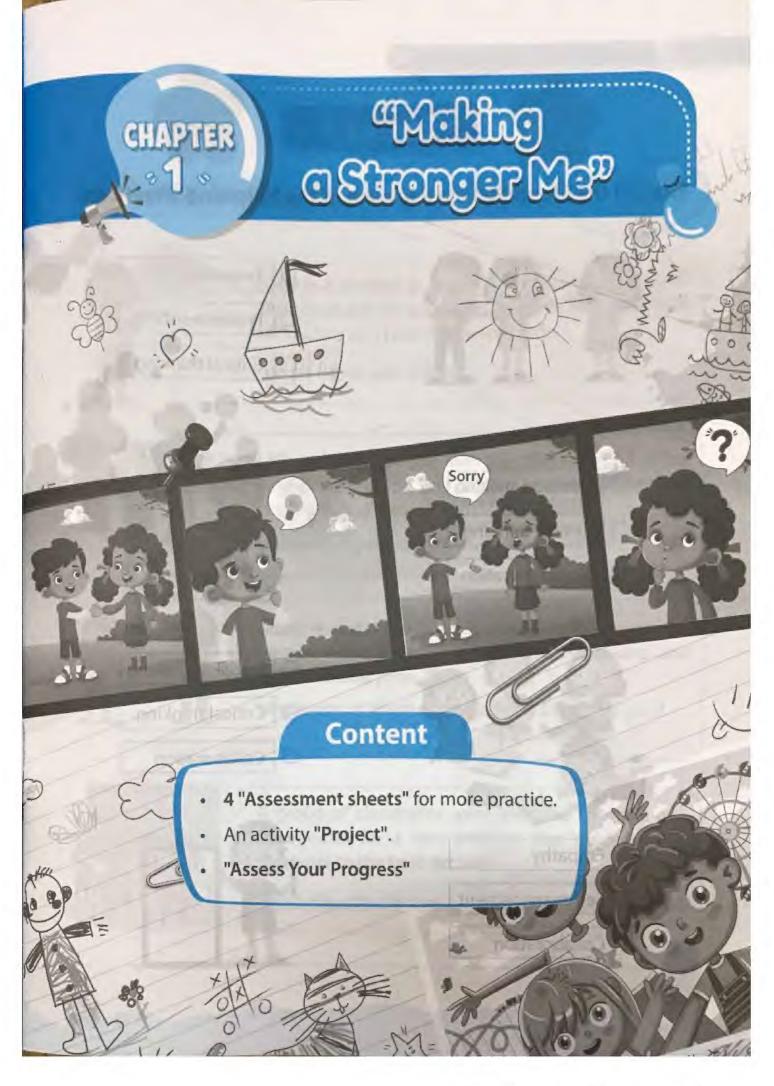


2021

Prepared by a Group of Experts









Tick (✓) the life skill(s) used in each of the following situations;



- Empathy
- Problem-solving
- ☐ Critical thinking

- ☐ Decision-making
- ☐ Critical thinking
- Communication



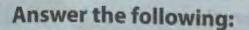


- ☐ Decision-making
- ☐ Critical thinking
 - Collaboration

- □ Empathy
- ☐ Self-management
- Collaboration











- Hany is a student in grade 3. He likes to study math and computer. He spends his free time learning about computers and how they were made.
- Hany's future job will be



- Laila is a nice girl. She likes the blue color. All of her clothes are blue. So, one day her mother told her that she has to buy clothes with different colors.
- Laila will choose the dress.

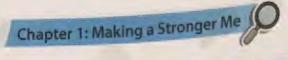


- Adam is a mean boy. He is always fighting with his friends. While, Karim is a nice boy. He is kind and helpful to everyone.
- Which one of them will be a good friend for you?



- A group of classmates were assigned to make a commercial for a new product that guides the customer to the best decision.
- Which life skills did they used to make this commercial?







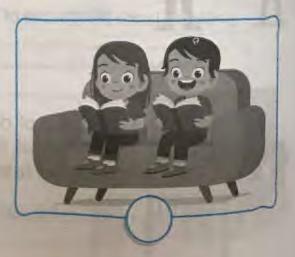
Tick (✓) the actions that show collaboration:















Make a search to know when the "Earth Day" is. And how to keep our Earth safe & clean, then write a pledge.

I pledge to help our EARTH by ...



Signature

Date:

Theme One





Build a team and work collaboratively using the selling strategies you have learned to brainstorm ideas for your product's commercial.

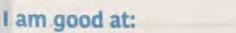
>	Member 1:
>	Member 2:
	Task:
A	Member 3:
	Task:
>	Member 4:
	Task:
	60 100 100
N.	

	uct's name:		
	ibing the facts in our		
	elling strategies we w	 	
> Drav	your product:	 	
		1	
600		6.0	



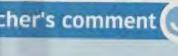
Assess Your Progress

- * I understand my work.
- * I understand most of my work.
- * I need help, please.



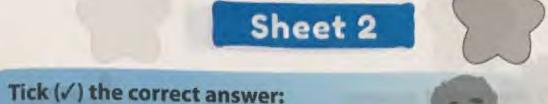
I need to improve:

Teacher's comment





	She	eet 1
Tick (√) the	correct answer:	
Skin is a/ar	n body p	art.
	seen	unseen
2 Skin is the	organ in t	he human body.
	smallest	largest
3 Skin keeps	the temperature of o	our bodies
	constant	variable
From the f		organ, is protecting the body from
	True	False
5 Sunscreen	protects our skin's co	olor due to the production of
	saliva	melanin
6 We must k	eep our skin healthy	by exposure to harmful ray
	avoiding	allow
ense		9/11-11-1



1 Your muscles and work together to make you move. heart bones 2 connect(s) muscles with bones. Tendon Veins 3 What is the soft organ that the skull protects? Brain Ear 4 bones protect the heart and lungs. Ribcage Skull



5 Bones make up your

skeleton

muscles





Tick (✓) the correct answer:

1 The process that changes the food we eat into simpler parts, is called



circulation

digestion

Our food contains more nutrition that must be broken to provide us with energy.

True

False

3 Digestion process starts in

mouth

stomach

After you swallow, push the food down to your stomach.

bones

muscles

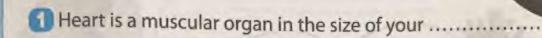
5 Stomach is a large organ that helps to digest food.

hollow

muscular



Tick (√) the correct answer:



fist

foot

2 Heart lies between your two lungs slightly to the

right

left

3 organ keeps blood moving through our bodies.

Brain

Heart

The contracts and expands to beat on its own automatically many times per minute.

stomach

heart

[5] blood returns to the heart from all body parts.

Oxygen-filled

Oxygen-depleted







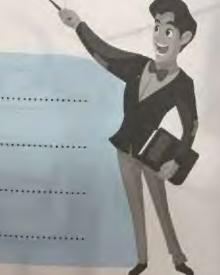
Assess Your Progress

- *I understand my work.
- *I understand most of my work.
- *I need help, please.

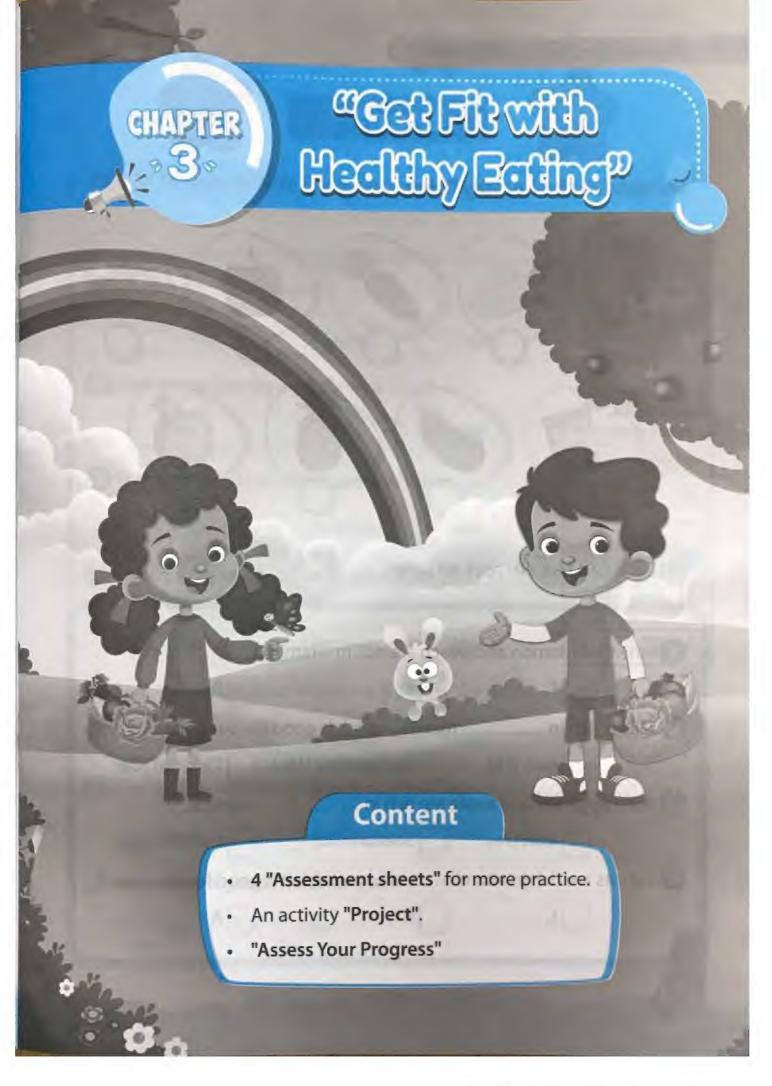


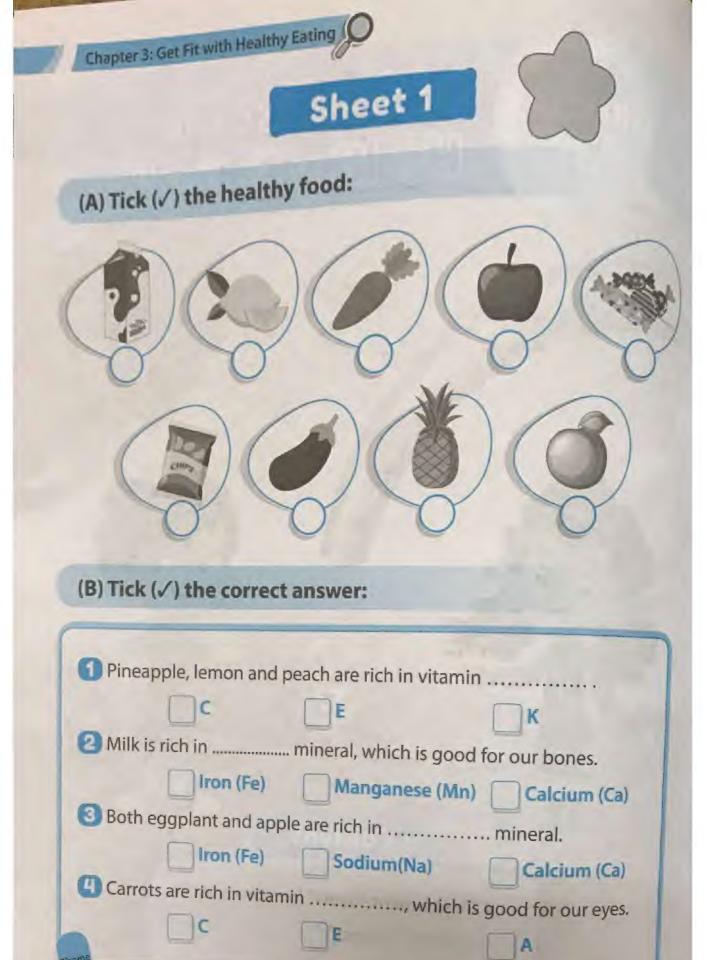
1000000

Teacher's comment











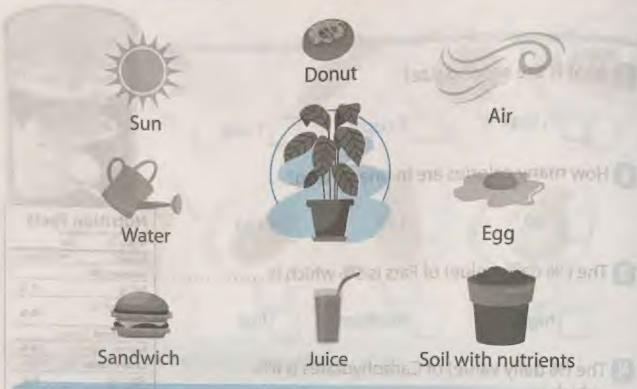


Tick (✓) the nutrition facts about the given food package:

1 What is the servi	ing size?		CREAM OF CHICKEN SOL
□ ½ cup.	2 cups,	1 cup.	
2 How many calor	ies are in one serv	ing?	
140	130	120	Nutrition Facts 2 servings per container Serving size 1 cup
3 The (% daily val	Amount %Daily value Calories 130		
3 ()	,,,,,,,,,,		Fat 3g 5 %
high	medium	low	Saturated 1g + Trans 10 % Cholesterol 10 mg
The (% daily val	Sodium 450 mg 19 % Carbohydrate 18 g 6 % Fiber 1 g 4 %		
which is	*****		Sugars 4 g 4 %
		- 1	Protein 8g
high	medium	low	Vitamin A 25 % Vitamin C 25 9 Calcium 20 % Iron 6 9
high	ue) of Vitamin A is	low	We need to drink
The (% daily val	ue) of Calcium is 20		
high		low	Direct froits and fr
Is this food a go	od choice for you?		Carbohudatese
o is this lood a go			i i
Yes.	No.		
	No.		theme One



(A) Circle the needs of the plant:



(B) Put (√) or (X):

Plants can live without water.	()
2 We need to drink water to stay dehydrated.	()
3 We need to drink 5 cups of water every day.	()
Garlic is a white food that is rich in vitamins and minerals.	()
5 Dried fruits are fruits without water.	()
6 We can eat dried and processed apple anytime during the year.	()
Carbohydrates make our muscles stronger.	()







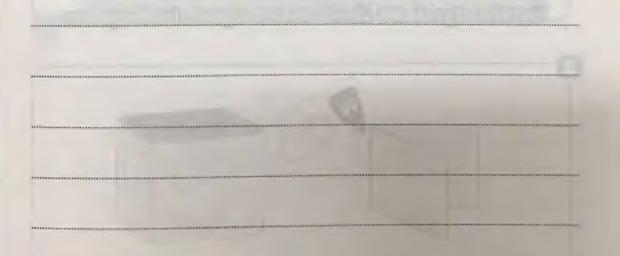
Make a research:

Our food contains a lot of nutrients, such as vitamins and minerals, which are very important for our health.

Use the internet to make a research to find:

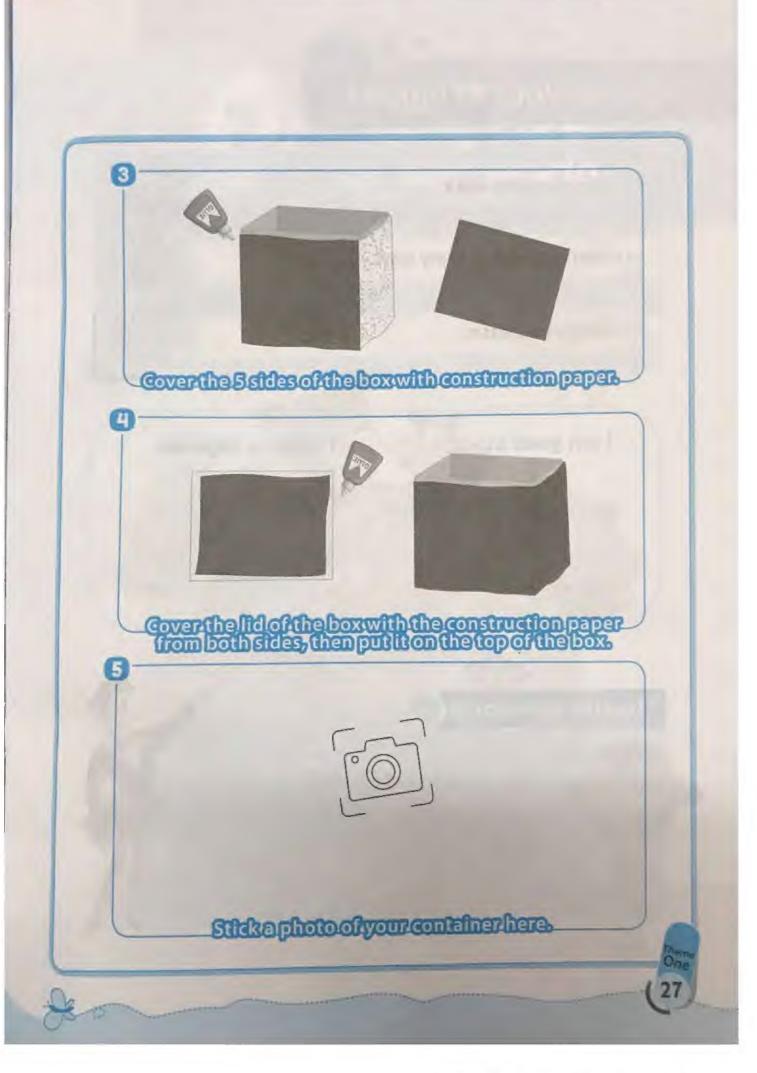
- What will happen if we stop eating the foods that contain the mineral called "Iron (Fe)"?
- Then, make a list of the types of food that contain "Iron (Fe)".

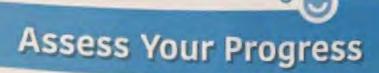






Project Build a container to store food Tools: Styrofoam Construction Glue sheets paper use in Steps: what will move it it is soon and it is Tron Service Gut the styrofoam sheets into 6 equal-sized squares. Stick 5 styroform sheets together to form the 5 sides.



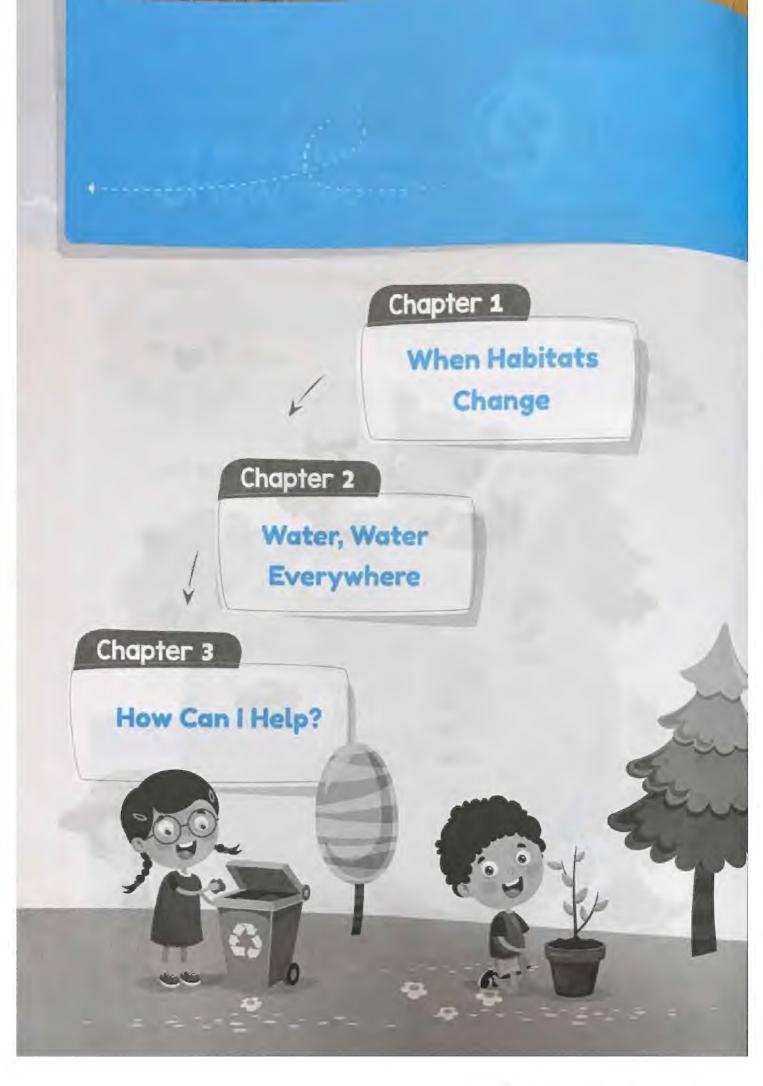


*I understand my work. I understand most of my work. * I need help, please. I am good at: I need to improve: Teacher's comment



Taking Care of our world





When Hebitets Change



- 4 "Assessment sheets" for more practice.
- · An activity "Project".
- "Assess Your Progress"





Tick (✓) "True" or "False":

1 Habitat such as rainforest conta	ains living organisms only.
True	False
2 Antarctica is located at south-v	vest direction.
True	False
3 In each habitat the living organ	nisms must meet their basic needs.
True	False
4 Organism is a creature such as	plants and animals usually needs basic
needs to survive.	
True	False
5 Floods, droughts and fires are	harmful natural disasters.
True	False
6 Continent is a very small continu	uous area of land that includes countries.
True	False
Two 32	



Complete using the given words:

Equator - white fur - Effect - Southern -Giraffe - warm - decreases - elephant

- 1 Polar bear lives in polar habitat because it is covered with
 - to keep it
- 2 and can live in Africa continent.
- 3 is the change that happens as a result of a cause.
- (Northern & Southern hemispheres).
- 5 Pollution the number of animals population.







Tick (✓) the correct answer:

1 It has two types tropical and temperate. ""
wetland grassland
2could live on land and in water.
Whales Salamander
3 When the basic needs are not found, the living organisms tend to the habitat.
stay incer a courte of leave agriculture and an analysis of the second section of the se
4is 3-dimensional and spherical shaped model like Earth.
World map Globe Treathing & nearthful
5 When we take a big decision or fix a problem we must
respect different points of view





Make a research:

A habitat is an environmental area that is inhabited by particular species of animals, plants or other types of organisms and there are many different types of habitats, including Rainforest, Wetlands, Deserts etc.

Choose a habitat, then use the internet to make a research to find:

- * Animals and plants found there and the unique characteristics of this habitat for their survival.
- * The effect of pollution on it.





Project



African Savanna diorama

Tools:

- Shoe box.
- Construction pieces of paper (brown, green, orange, black)

- Crayons.
 Scissors.
 White glue or glue gun.

Steps:

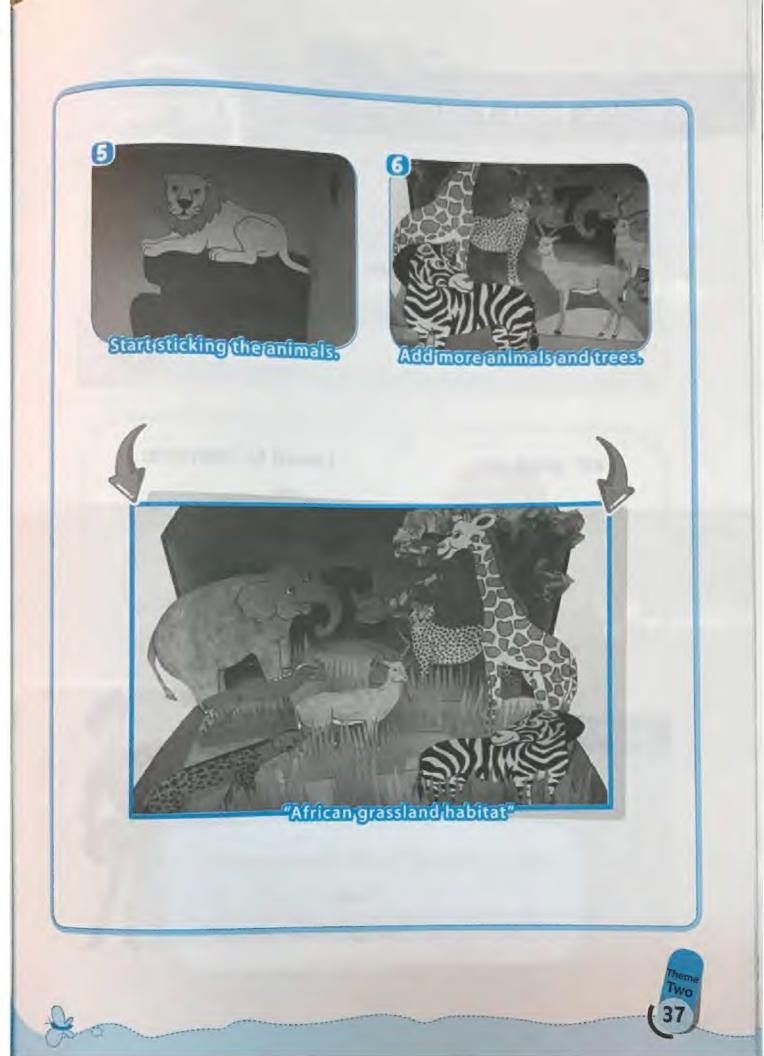


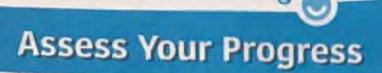
pleces of paper.











- * I understand my work.
- * I understand most of my work.
- * I need help, please.



.....

Teacher's comment





Woter Woter Stephynology

Content

- 4 "Assessment sheets" for more practice.
- An activity "Project".
- "Assess Your Progress"



(A) Complete using the given words:

Snow - water - Sky - electricity - cloudy

- 2 The falling water can help producinglike at Aswan High Dam.
- 3 Condensation process causes a weather.

(B) Tick (✓) the correct answer:

0	The climate in tropica	I zone is hot and	all	year.
				,

cloudy

humid

2 The weather in Siwa Oasis is hot and dry, because it is located from body water.

near

faraway

3 The heavy amount of precipitation "rain" causes

flood

drought





(A) Tick (√) "True" or "False":

Clinate is the condition aroun	d us over a short period of time.
True	False
Rain water is classified as salty	water.
True	False
3 Meteorologist is a scientist wh	o studies weather.
True	False
As we get close to the equator	r the temperature decreases.
True	False

(B) Complete using the given words:

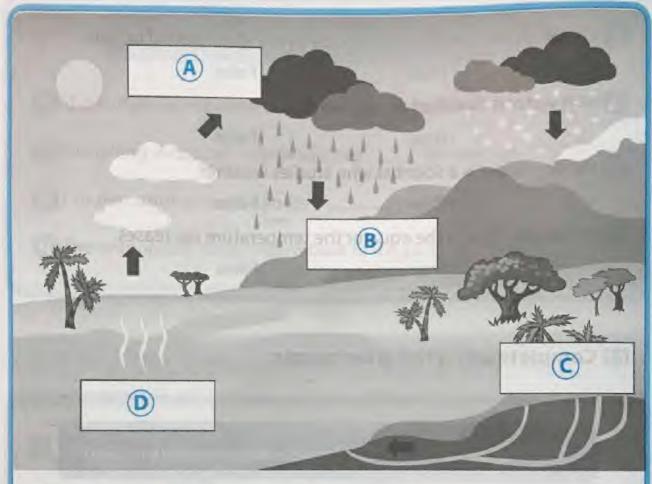
Thermometer - Fresh - Zones - Anemometer - Salt

- 1 The total liquid water on the surface of our planet is divided intowater and water.
- 2 Climates can be grouped into categories called
- 3is the tool used in measuring wind speed.

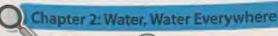
Theme Two



Complete the water cycle diagram, then match:



- 🔼 s Is when the water soaks deep into ground.
- Is the process which turns water into vapor "gas" by heating.
- s Is the process which turns vapor into water by cooling.
- ls the process that happens when water droplets in clouds fall as rain.





Compare between "Flood" & "Drought" using Venn diagram.





Project



Make your own Rain gauge

Tools:







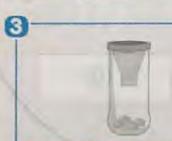




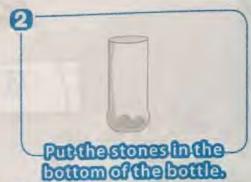
Steps:



amodemorper part the bottle

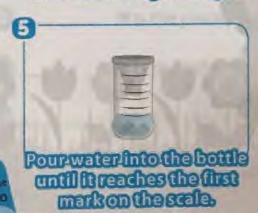


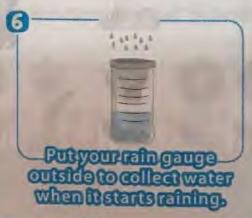
Insert the upper part of the bottle upside down and fix it using the tape.





Usearulerandmarkerpen tomakeascale on the bottle.

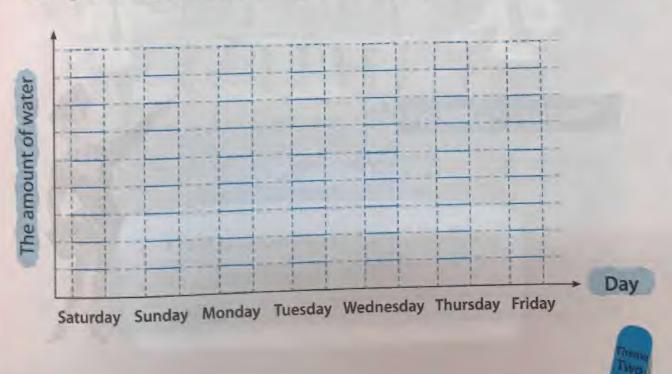


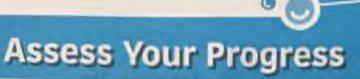


* After the rain shower has finished, record the results.

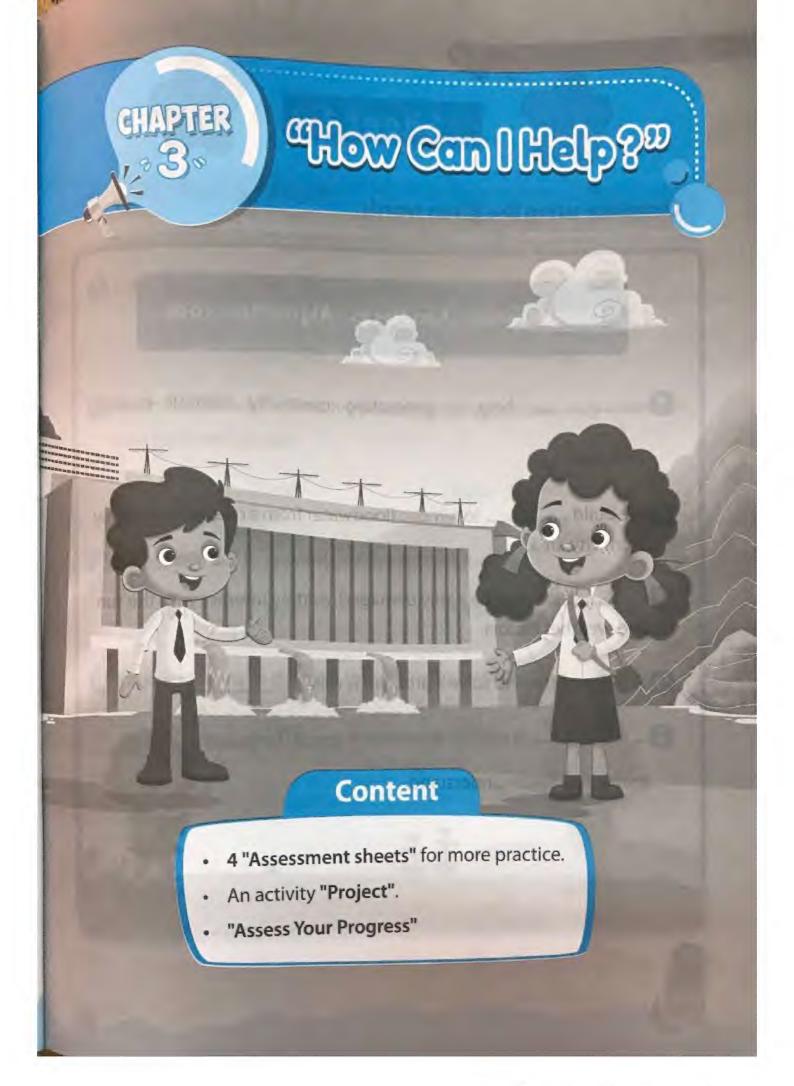
Day	The amount of water (mm)	Time
Saturday		
Sunday	***************************************	1
Monday	***************************************	
Tuesday	***************************************	***** * *****
Wednesday		
Thursday	***************************************	
Friday	***************************************	****** * *****

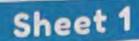
*Represent your data using the bar graph:





* I understand my work. * I understand most of my work. * I need help, please. I need to improve: I am good at: Teacher's comment







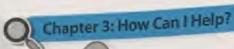
Complete using the given words:

Dams - canals - Sandbags - Algorithm - code

- 1 help in generating electricity without causing pollution.
- 2 We build to remove floodwater from a river to move away from city area.
- and weather factors.
- 4 A series of steps to solve a problem is called
- that machine can understand.









Tick (✓) "True" or "False":

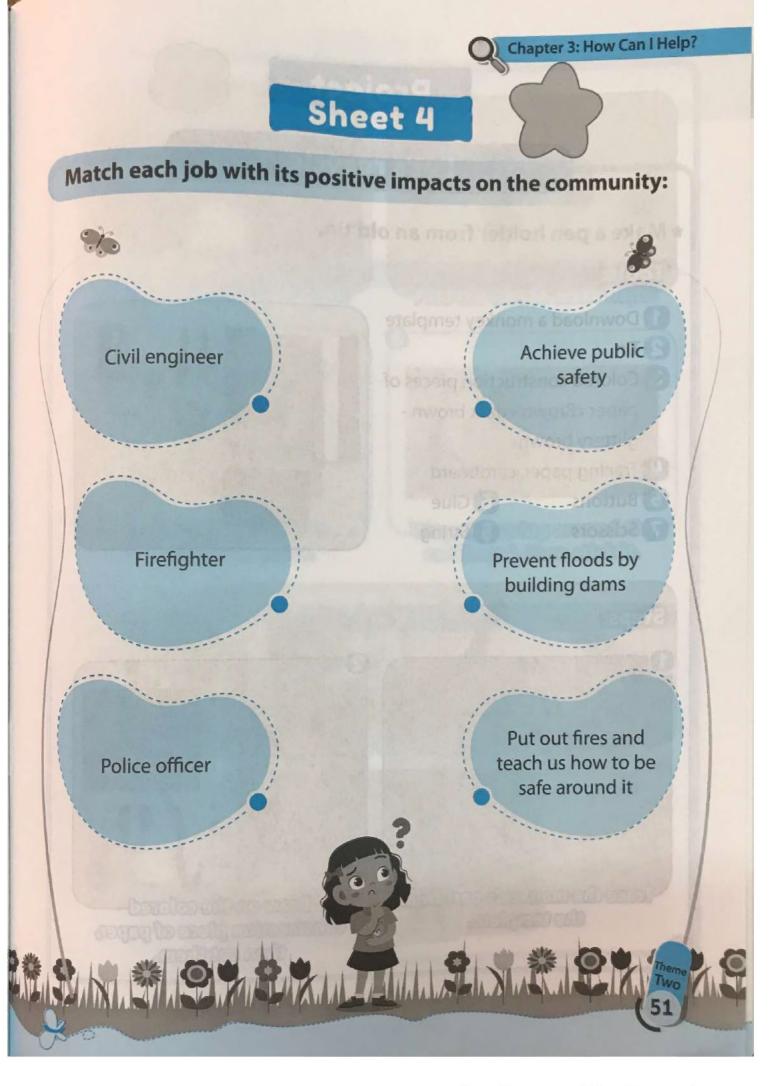
1 Computer	only does what you	tell it to do!	
	True	False	
	gies help us to solve p lems as well.	problems but sometimes they introdu	ce
	True	False	
3 Dams are	used to prevent or re		
		False	
4 Improve r	neans to develop so	mething to be better.	
	True	False	





Tick (✓) the correct answer:

1 is the one that helps others in different activities
without being paid.
Volunteer Employee 2 The pulls water from low levels to higher
ones in the past.
shadoof pump
3 The good trait that must be in a good leader is
good communicator nervous
@ good communicator nervous @ We practice to choose our president.
We practice to choose our president.
We practice to choose our president. playing voting
We practice to choose our president. playing voting



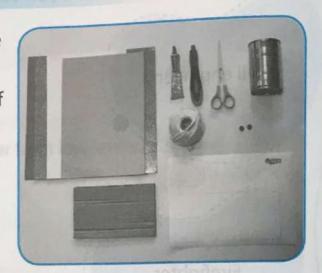
Project

Let's recycle

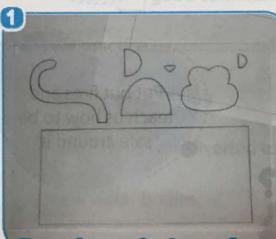
* Make a pen holder from an old tin.

Tools

- 1 Download a monkey template
- 2 Tinua eveldoA
- 3 Colored construction pieces of paper «Brown - dark brown glittery brown»
- Tracing paper, cardboard
- **5** Buttons
- **6** Glue
- Scissors
- 8 String



Steps:



Trace the monkey's part from the template.

